CHAPTER 3 Assessment

CCSS

Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

Lesson Review

Lesson 1

1. **IDENTIFYING** What civilization under what leader established the first empire in the world?
2. **DEFINING** What was Hammurabi's Code? Why was it important?

Lesson 2

3. **ANALYZING** How did the Hyksos invasion of Egypt contain the seeds of its own eventual defeat?
4. **SPECIFYING** How did Ahmose I, Thutmosis I, and Thutmosis III contribute to Egypt's power?
5. **IDENTIFYING CENTRAL ISSUES** When and why did the Egyptian Empire end? When did the New Kingdom collapse?

Lesson 3

6. **MAKING INFERENCES** The text says, "The Assyrians were better at conquest than at ruling." Why is this so?
7. **STATING** Who made the city of Babylon the center of an empire? What happened to Babylon after his reign?
8. **EXPLORING ISSUES** Name three factors that helped in creating and sustaining the Persian Empire.

21st Century Skills

9. **CREATE AND ANALYZE ARGUMENTS** Do you think Hammurabi's Code sounds fair and just? Present an argument for why it is or is not just using specific examples.
10. **TIME, CHRONOLOGY, AND SEQUENCING** In what chronological order did Hammurabi's kingdom, the Akkadian Empire, and independent city-states occur in Mesopotamia?
11. **IDENTIFYING CAUSE AND EFFECT** Give three reasons why Kush was able to become a major trading empire.
12. **GEOGRAPHY SKILLS** How far did the Persian Empire stretch during the reign of Darius?
13. **COMPARE AND CONTRAST** What is Zoroastrianism? How does it resemble Judaism?

Exploring the Essential Questions

14. **DRAWING CONCLUSIONS** Work with a partner to create a large chart on posterboard that lists reasons why the empires discussed in this chapter failed. Include visuals and primary sources to illustrate some of these reasons. Draw conclusions about why empires in general fail and what rulers might do to postpone the end.

DBQ Analyzing Historical Documents

Use the document to answer the following questions.

In about 440 B.C., Herodotus, a famous Greek historian, described the Persian postal system that had been perfected by Darius.

PRIMARY SOURCE

"There is nothing in the world which travels faster than the Persian couriers. The whole idea is a Persian invention, and works like this: riders are stationed along the road, equal in number to the number of days the journey takes—a man and a horse for each day. Nothing stops these couriers from covering their allotted stage in the quickest possible time—neither snow, rain, heat, nor darkness. The first, at the end of his stage, passes the dispatch to the second, the second to the third, and so on along the line, as in the Greek torch-race. . . ."

—from *The Histories,* translated by Aubrey de Sélincourt

15. **IDENTIFYING** What was Herodotus's opinion of the Persian postal system?
16. **HYPOTHESIZING** What does the excerpt tell you about the general state of communication in the ancient world?

Extended-Response Question

17. **ARGUMENT** Does the rise and fall of empires, from the Akkadians through the Persians, suggest that the only constant is change? Why or why not?

Need Extra Help?

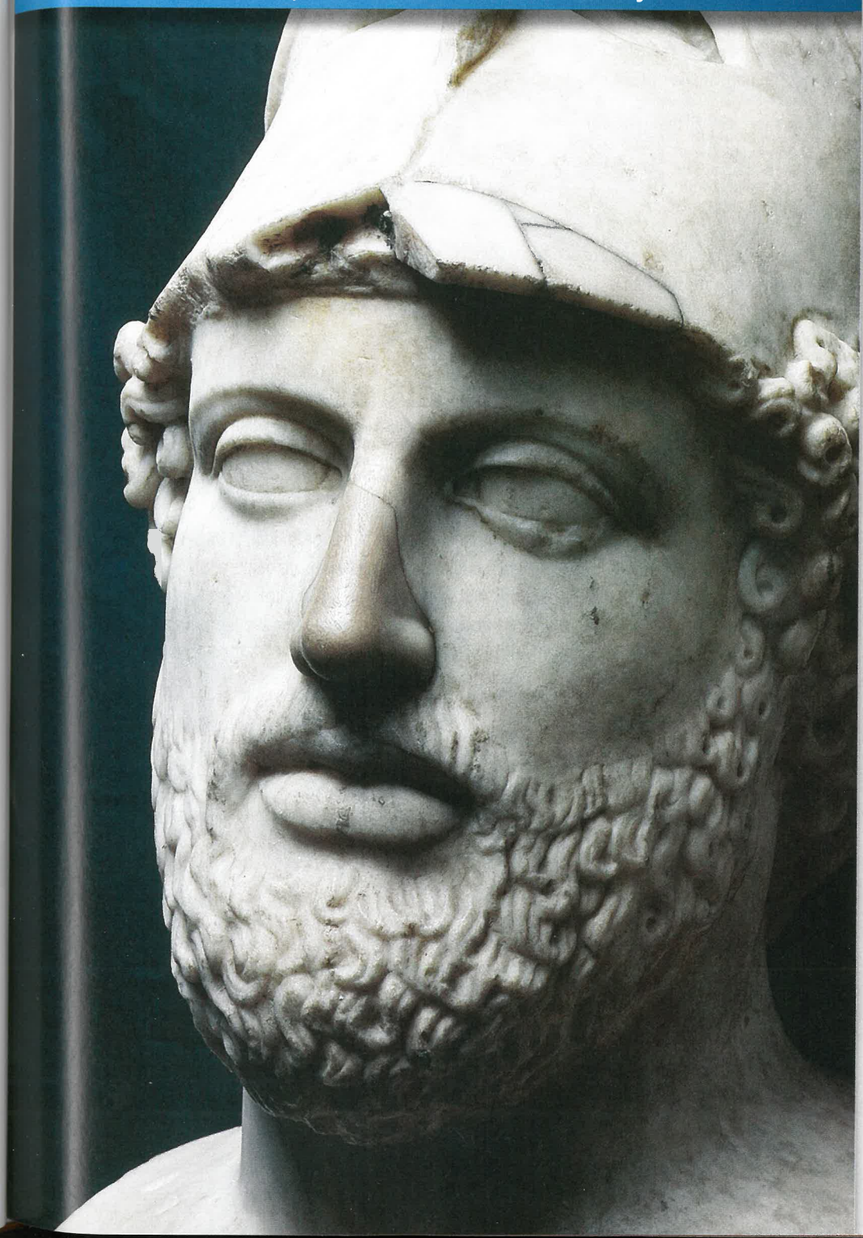
If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Go to page	48	49	51	51	53	55	56	57	49	48	53	57	59	48	58	60	48

The Ancient Greeks

c. 1600 B.C.–c. 133 B.C.

ESSENTIAL QUESTIONS

- *How can geography influence political organization?*
- *How can cultural and political differences lead to conflict and change?*



networks

There's More Online! about the ancient Greeks.

CHAPTER 4

Lesson 1 *Poets and Heroes*

Lesson 2 *The Greek City-States*

Lesson 3 *Classical Greece*

Lesson 4 *Classical Greek Culture*

Lesson 5 *Alexander and the Hellenistic Era*

The Story Matters...

Ancient Greek culture first emerged around 1600 B.C. in Mycenae, which developed a powerful military and participated in a wide trading network. Over the next thousand years, Greek society organized itself into city-states—the most famous of which were Athens and Sparta—that served as centers of political, religious, and cultural life. In Athens during the mid-fourth century, Pericles developed a direct democracy, in which all male citizens played a direct role in government decision making.

◀ This bust depicts Pericles, an Athenian statesman, who organized the first direct democracy. Under his direction, Athens became the center of Greek culture.

PHOTO: DEA / G. NIMATALLAH/De Agostini Picture Library/ Getty Images

CHAPTER 4

Place and Time: Greece, 1600 B.C.–100 B.C.

Ancient Greek civilization marked a critical turning point in human history. Greek philosophers were the first to examine the world critically and rationally. They applied logic to philosophical, scientific, mathematical, and political questions. The Greeks developed a complex cultural tradition that included dramas, painting, sculpture, and architecture. In Athens, a democratic form of government emerged, which provided the foundation for various democratic governments today.

Step Into the Place

After reading the quotes and viewing the map, answer the following question.

DBQ **Analyzing Historical Documents** How did the Greeks perceive the role of the state and of its citizens?

PRIMARY SOURCE

"We have a form of government which does not emulate the practice of our neighbours: we are more an example to others than an imitation of them. Our constitution is called a democracy because we govern in the interests of the majority, not just the few. Our laws give equal rights to all in private disputes, but public preferment depends on individual distinction and is determined largely by merit rather than on rotation: and poverty is no barrier to office, if a man despite his humble condition has the ability to do some good to the city."

—Pericles' funeral oration for Athenian dead, Thucydides, from *History of the Peloponnesian War,* 431 B.C.

PRIMARY SOURCE

"When several villages are united in a single community, perfect and large enough to be nearly or quite self-sufficing, the state comes into existence, originating in the bare needs of life, and continuing in existence for the sake of a good life. And therefore, if the earlier forms of society are natural, so is the state, for it is the end of them, and the nature is the end… Besides, the final cause and end of a thing is the best, and to be self-sufficing is the end and the best.

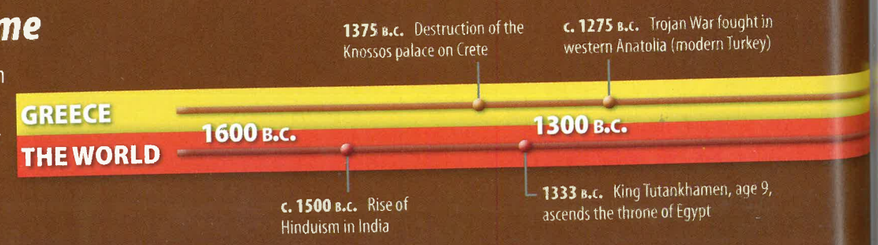
Hence it is evident that the state is a creation of nature, and that man is by nature a political animal."

—Aristotle, from *Politics, Book I,* 350 B.C.

PHOTO: (l)Imagno/Hulton Archive/Getty Images; (r)Scala / Art Resource, NY.

Step Into the Time

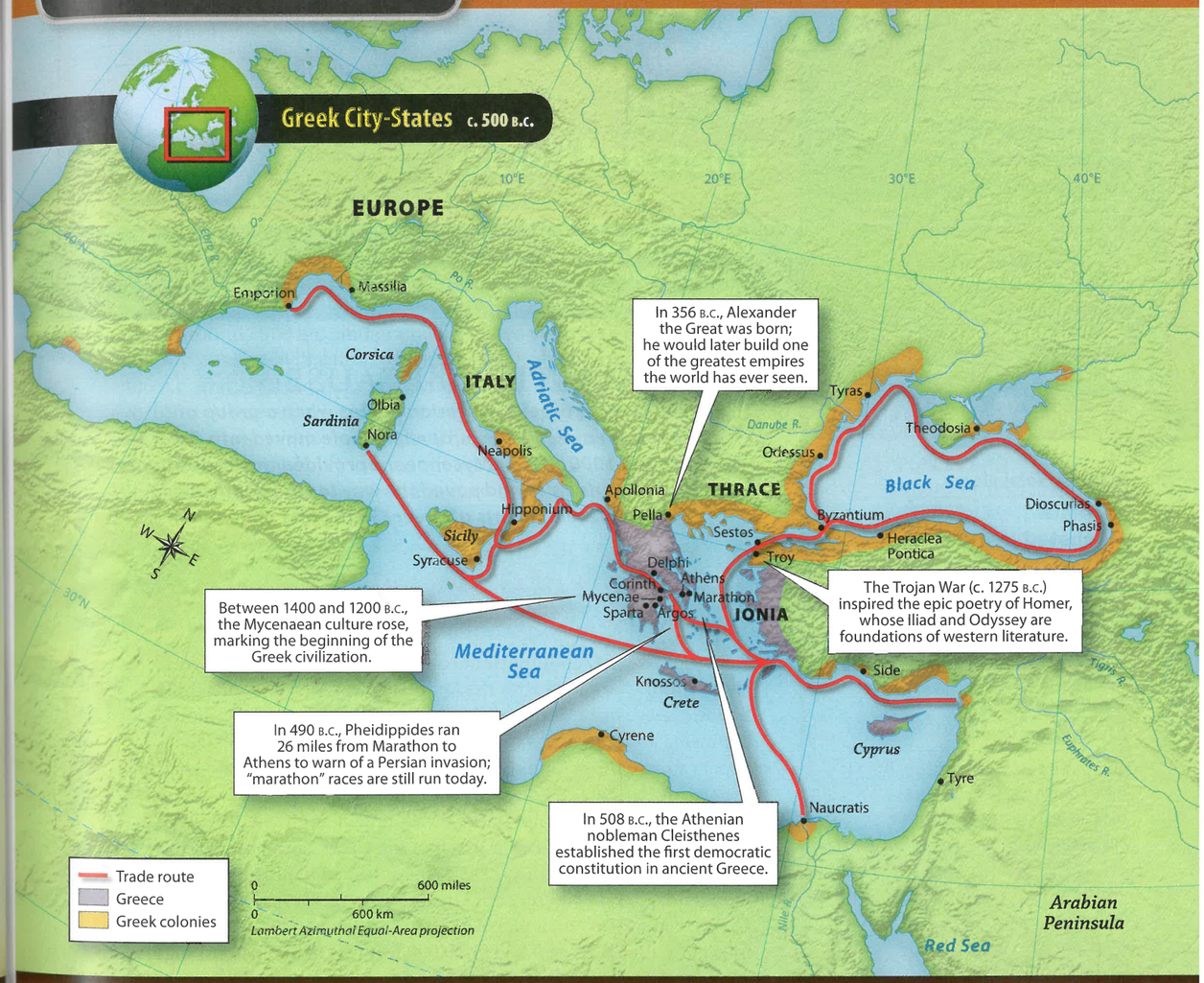
Making Connections Research one of the events or people from the time line and explain how it or their consequences are still felt today.

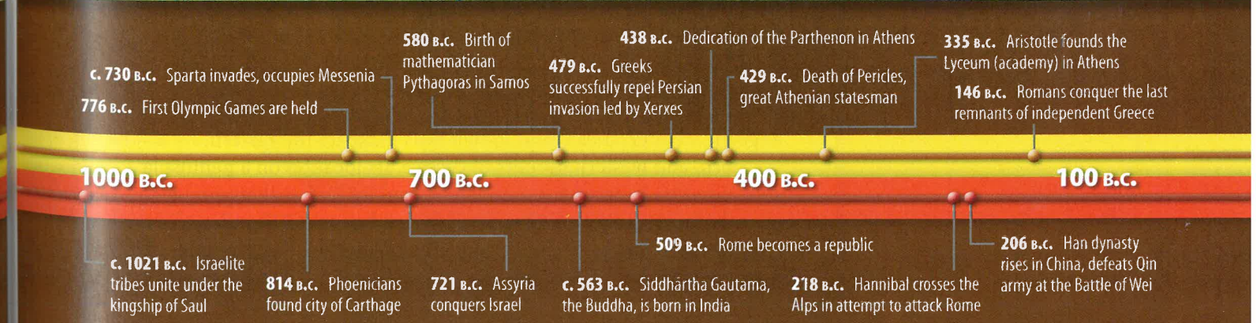

GREECE
THE WORLD
1600 B.C.
1300 B.C.
1375 B.C. Destruction of the Knossos palace on Crete
c. 1275 B.C. Trojan War fought in western Anatolia (modern Turkey)
c. 1500 B.C. Rise of Hinduism in India
1333 B.C. King Tutankhamen, age 9, ascends the throne of Egypt

networks

There's More Online!

- MAP Explore the interactive version of this map on Networks.
- TIME LINE Explore the interactive version of the time line on Networks.




1000 B.C.
700 B.C.
400 B.C.
100 B.C.
c. 730 B.C. Sparta invades, occupies Messenia
776 B.C. First Olympic Games are held
580 B.C. Birth of mathematician Pythagoras in Samos
479 B.C. Greeks successfully repel Persian invasion led by Xerxes
438 B.C. Dedication of the Parthenon in Athens
429 B.C. Death of Pericles, great Athenian statesman
335 B.C. Aristotle founds the Lyceum (academy) in Athens
146 B.C. Romans conquer the last remnants of independent Greece
c. 1021 B.C. Israelite tribes unite under the kingship of Saul
814 B.C. Phoenicians found city of Carthage
721 B.C. Assyria conquers Israel
c. 563 B.C. Siddhārtha Gautama, the Buddha, is born in India
509 B.C. Rome becomes a republic
218 B.C. Hannibal crosses the Alps in attempt to attack Rome
206 B.C. Han dynasty rises in China, defeats Qin army at the Battle of Wei

networks

There's More Online!

- BIOGRAPHY Homer
- IMAGE Greek Amphora from the Dark Age
- IMAGE Mycenaean Tholos Tomb
- IMAGE Scene from the *Iliad*
- IMAGE Statue of a Traveling Musician from the Dark Age
- INTERACTIVE SELF-CHECK QUIZ
- MAP Mycenaean Civilization
- SECONDARY SOURCE The Greek Arête
- TIME LINE The Dark Age in Greece
- VIDEO Poets and Heroes

Reading HELPDESK

Academic Vocabulary

- **isolate**
- **debated**

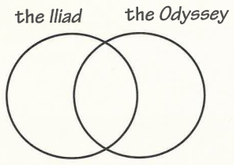
Content Vocabulary

- **epic poem**
- ***arete***

TAKING NOTES:

Key Ideas and Details

Comparing and Contrasting Use the following graphic organizer to compare and contrast two of Homer's epic poems.



LESSON 1
Poets and Heroes

ESSENTIAL QUESTIONS

- *How can geography influence political organization?*
- *How can cultural and political differences lead to conflict and change?*

It Matters Because

The story of Greek civilization begins when a group of Greek-speaking Indo-European people moved into Greece around 1900 B.C. The Mycenaeans provided the inspiration for Homer's epics and paved the way for the political and cultural developments of Greece in the first millennium B.C.

The Impact of Geography

GUIDING QUESTION *How did the geography of Greece contribute to its development?*

Geography played an important role in the development of Greek civilization. Compared with the landmasses of Mesopotamia and Egypt, Greece occupies a small area. It consists of a mountainous peninsula and numerous islands that encompass approximately 50,000 square miles (about 129,500 square km) of territory—about the size of the state of Louisiana. The mountains and the sea played especially significant roles in the development of Greek history.

Two peninsulas make up much of the Greek landmass. The Isthmus of Corinth connects the Peloponnesian peninsula to the mainland. About 80 percent of Greece is mountainous. Much of Greece consists of small plains and river valleys surrounded by mountain ranges from 8,000 to 10,000 feet (2,438 to 3,048 m) high. These mountains **isolated** Greeks from one another, causing different Greek communities to develop their own ways of life. Over a period of time, these communities became fiercely independent and only too willing to fight one another to gain advantage.

The sea also influenced the evolution of Greek society. The Aegean, Mediterranean, and Ionian Seas make up the eastern, southern, and western borders of Greece. Its location on a peninsula gives Greece a long seacoast dotted by bays and inlets that provided many harbors. Although Greece is small, it has an 8,500-mile (13,700-km) coastline. The ancient Greeks also lived on a number of islands to the west, south, and east of the Greek mainland. Surrounded by water, it was no accident that the Greeks became seafarers. They sailed out into the Aegean Sea, the Mediterranean Sea, and the Black Sea, making contact with the outside world. Later they established colonies that spread Greek civilization throughout the Mediterranean world.

PHOTO: Visual Arts Library (London)/Alamy Images, Erich Lessing/Art Resource, NY, © Gianni Dagli Orti/CORBIS, Scala / Art Resource, NY.

READING PROGRESS CHECK

Making Connections What effect did Greece's mountainous geography have on the development of its culture?

isolate to set apart from others

Mycenae: The First Greek State

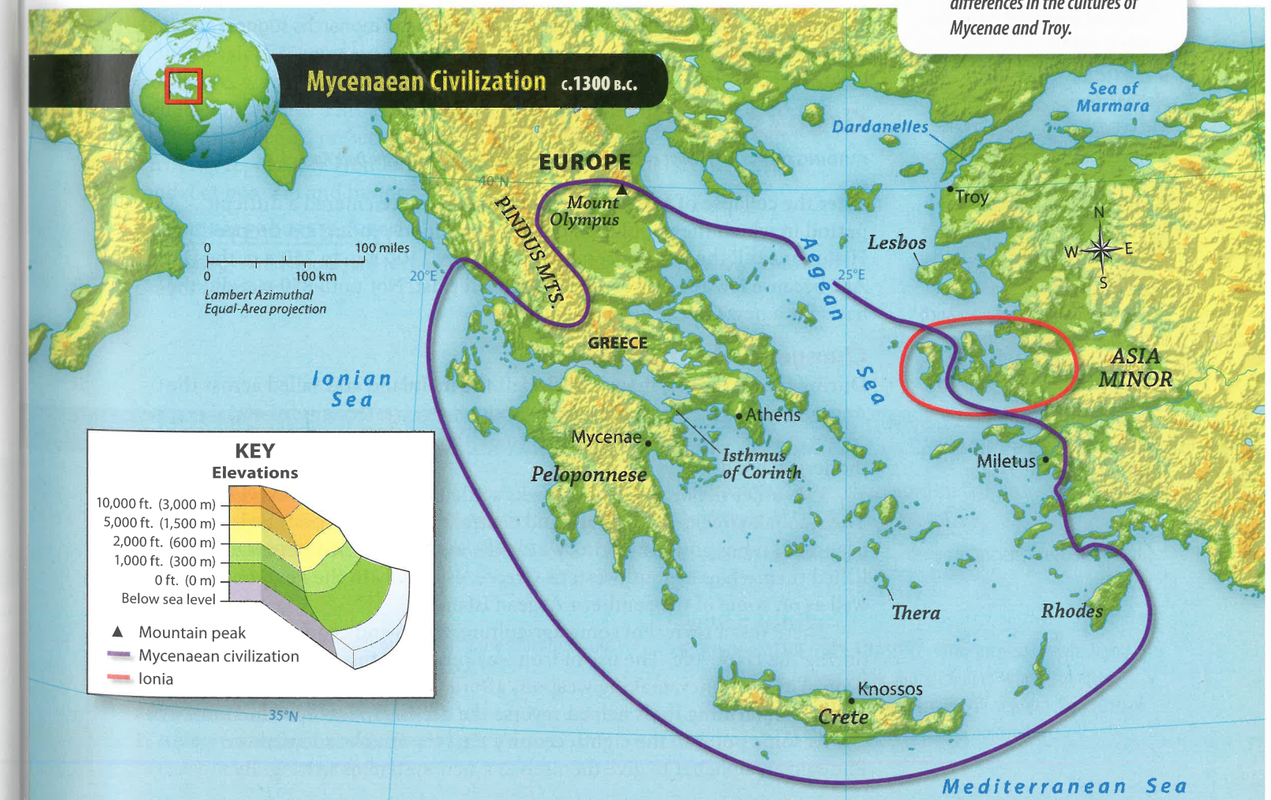
GUIDING QUESTION *What characterized the first Greek civilization of the Mycenaeans?*

The term *Mycenaean* comes from Mycenae (my • SEE • nee), a fortified site on the Greek mainland that was first discovered by the German archaeologist Heinrich Schliemann. Mycenae was part of a Mycenaean Greek civilization that flourished between 1600 B.C. and 1100 B.C.

The Mycenaean Greeks were part of the Indo-European family of peoples who spread into Europe and Asia. One of these groups entered Greece around 1900 B.C. and gradually gained control of the Greek mainland. Mycenaean civilization, which reached its high point between 1400 B.C. and 1200 B.C., was made of powerful monarchies. Each resided in a fortified palace center. Like Mycenae, these centers were built on hills and surrounded by gigantic stone walls. The monarchies in these various centers of power probably formed a loose alliance of independent states. While the royal families lived within the walls of these complexes, the

GEOGRAPHY CONNECTION

1. **HUMAN SYSTEMS** *How has Greece's geography affected settlement patterns?*
2. **PLACES AND REGIONS** *Using the map, discuss what might account for differences in the cultures of Mycenae and Troy.*



▲ Geometric patterns were typical of Greek pottery during the Dark Age. This amphora, or two-handled jar, decorated graves near the Dipylon gate in Athens.

▶ CRITICAL THINKING

Making Inferences What might you infer from this pottery about Greek life during the Dark Age?

civilian populations lived scattered outside the walls. Among the noticeable features of these Mycenaean centers were the beehive-shaped tombs in which members of the royal families were buried.

The Mycenaeans were, above all, a warrior people who prided themselves on their heroic deeds in battle. Mycenaean wall murals often show war and hunting scenes.

Archaeological evidence also indicates that the Mycenaean monarchies developed an extensive commercial network. Mycenaean pottery has been found throughout the Mediterranean area, in Syria and Egypt to the east, and Sicily and southern Italy to the west. However, some historians believe that the Mycenaeans, led by Mycenae itself, also spread outward militarily, conquering Minoan Crete and making it part of the Mycenaean world.

The most famous of all their supposed military adventures is recounted in the poetry of Homer. According to Homer, Mycenaean Greeks, led by Agamemnon, king of Mycenae, sacked (plundered) the city of Troy on the northwestern coast of Asia Minor around 1250 B.C.

Did this event really occur? Ever since the excavations of Schliemann, begun in 1870, scholars have **debated** this question. Many believe that Homer's account of the attack on Troy is based on fact.

By the late thirteenth century B.C., Mycenaean Greece was showing signs of serious trouble. Mycenaean states fought one another, and major earthquakes caused widespread damage. In the twelfth century B.C., new waves of Greek-speaking invaders moved into Greece from the north. By 1100 B.C., Mycenaean civilization had collapsed.

READING PROGRESS CHECK

Stating What do the fortified palaces of the Mycenaean monarchs suggest about Mycenaean civilization?

debated discussed by considering opposing viewpoints

epic poem a long poem that tells the deeds of a great hero, such as the *Iliad* and the *Odyssey* of Homer

arete in early Greece, the qualities of excellence that a hero strives to win in a struggle or contest

Greeks in the Dark Age

GUIDING QUESTION ***What events occurred in ancient Greece during the Dark Age?***

After the collapse of Mycenaean civilization, Greece entered a difficult period in which the population declined and food production dropped. Historians call the period from approximately 1100 B.C. to 750 B.C. the Dark Age because few records of what happened exist. Not until 850 B.C. did the basis for a new Greece begin to form.

Changes of the Dark Age

During the Dark Age, many Greeks left the mainland and sailed across the Aegean Sea to various islands. Many went to the western shores of Asia Minor, a strip of territory that came to be called Ionia (or Ionian Greece), in modern-day Turkey.

Two other major groups of Greeks settled in established parts of Greece. The Aeolian Greeks of northern and central Greece colonized the large island of Lesbos and the territory near the mainland. The Dorians established themselves in southwestern Greece, especially in the Peloponnese, as well as on some of the southern Aegean islands.

There was a revival of some agriculture, trade, and economic activity during the Dark Age. The use of iron was central to this revival. Iron replaced bronze in weaponry, making weapons affordable for more people. Furthermore, iron farming tools helped reverse the decline in food production.

At some point in the eighth century B.C., the Greeks adopted the Phoenician alphabet to give themselves a new system of writing. By reducing all words to a combination of 24 letters, the Greeks made learning to read and write simpler. The work of Homer, one of the great poets of all time, appeared near the end of the Dark Age.

PHOTO: Visual Arts Library (London)/Alamy Images

Homer: Poet of the Dark Age

The *Iliad* and the *Odyssey* were the first great epic poems of early Greece. An **epic poem** is a long poem that tells the deeds of a great hero. The *Iliad* and the *Odyssey* were based on stories that had been passed down from generation to generation.

Homer used stories of the Trojan War to compose the *Iliad* and the *Odyssey.* The war is caused by Paris, a prince of Troy. By kidnapping Helen, the wife of the king of the Greek state of Sparta, Paris outraged the Greeks. Under the leadership of the Spartan king's brother, King Agamemnon, the Greeks attacked Troy. Ten years later, they finally won and burned the city to the ground. The *Iliad* is not so much the story of the war itself, however, as it is the tale of the Greek hero Achilles (uh • KIH • leez) and how the anger of Achilles led to disaster. The *Odyssey* recounts the journeys of one of the Greek heroes, Odysseus, after the fall of Troy, and his ultimate return to his wife. It has long been considered Homer's other masterpiece.

Homer proved to be of great value to later Greeks. He did not so much record history; he created it. The Greeks looked on the *Iliad* and the *Odyssey* as true history and as the works of one poet, Homer. These masterpieces gave the Greeks an ideal past with a cast of heroes. The epics came to be used as basic texts for the education of generations of Greek males. As one ancient Athenian stated, "My father was anxious to see me develop into a good man . . . and as a means to this end he compelled me to memorize all of Homer."

The values Homer taught were courage and honor. A hero strives for excellence, which the Greeks called ***arete*** (ahr • ah • TEE). *Arete* is won in a struggle or contest. Through his willingness to fight, the hero protects his family and friends, preserves his own honor and that of his family, and earns his reputation. Homer gave to later generations of Greek males a model of heroism and honor.

READING PROGRESS CHECK

Identifying What important technological and cultural innovations occurred during Greece's Dark Age?

PHOTO: Erich Lessing/Art Resource, NY

Analyzing CCSS Primary Sources

The *Iliad*

"My mother Thetis, a moving silver grace,
Tells me two fates sweep me on to my death.
If I stay here and fight, I'll never return home,
But my glory will be undying forever.
If I return home to my dear fatherland
My glory is lost but my life will be long,
And death that ends all will not catch me soon."

—quote from Achilles in the *Iliad*

DBQ ***INTERPRETING*** What is the choice that Achilles faces in this passage?

▼ This statue shows a traveling musician and storyteller, or bard, like Homer.

LESSON 1 REVIEW CCSS

Reviewing Vocabulary

1. ***Defining*** Write a brief paragraph in which you identify Homer, define the epic poem, and cite two examples of ancient Greek epic poems.

Using Your Notes

2. ***Summarizing*** Use your notes to summarize the similarities and differences between the *Iliad* and the *Odyssey.*

Answering the Guiding Questions

3. ***Making Connections*** How did the geography of Greece contribute to its development?
4. ***Describing*** What characterized the first Greek civilization of the Mycenaeans?
5. ***Identifying*** What events occurred in ancient Greece during the Dark Age?

Writing Activity

6. **INFORMATIVE/EXPLANATORY** Write an essay in which you describe the ancient Greek understanding of heroism, then compare it to your own understanding of heroism. Do you think that the Greek ideals are relevant to people today?

networks

There's More Online!

- BIOGRAPHY Cleisthenes
- GRAPHIC ORGANIZER Rise and Fall of Tyrants in Greek City-States
- IMAGE Acropolis
- IMAGE Spartan Helmet
- INTERACTIVE SELF-CHECK QUIZ
- MAP Greek Colonies and Trade, 750–550 B.C.
- PRIMARY SOURCE Plato's Observations on Greek Expansion
- TIME LINE The Development of Athenian Democracy
- VIDEO The Greek City-States

LESSON 2
The Greek City-States

ESSENTIAL QUESTIONS
- *How can geography influence political organization?*
- *How can cultural and political differences lead to conflict and change?*

Reading HELPDESK

Academic Vocabulary
- assemble
- imply

Content Vocabulary
- **polis**
- **agora**
- **tyrant**
- **oligarchy**
- **ephor**
- **acropolis**
- **phalanx**
- **democracy**
- **helot**

TAKING NOTES:

Key Ideas and Detail

Listing Use the following graphic organizer to list the goods that the Greeks exported to and imported from their colonies.

Exports	Imports

It Matters Because

In the course of the Dark Age, Greek villages gradually expanded and became independent city-states. The two most famous city-states were Sparta and Athens, whose rivalry would eventually lead to war.

Polis: The Center of Greek Life

GUIDING QUESTION *How were the city-states of ancient Greece organized?*

By 750 B.C., the city-state—or what the Greeks called a **polis**—became the central focus of Greek life. Our word *politics* is derived from the Greek word *polis.* In a physical sense, the polis was a town, a city, or even a village, along with its surrounding countryside. The town, city, or village served as the center of the polis where people could meet for political, social, and religious activities.

The central meeting place in the polis was usually a hill. At the top of the hill was a fortified area called an **acropolis**. The acropolis served as a place of refuge during an attack and sometimes came to be a religious center on which temples and public buildings were built. Below the acropolis was an **agora**, an open area that served both as a place where people could **assemble** and as a market.

City-states varied greatly in size, from a few square miles to a few hundred square miles. They also varied in population. Athens had a population of more than 300,000 by the fifth century B.C., but most city-states were much smaller, consisting of only a few hundred to several thousand people.

The polis was, above all, a community of people who shared a common identity and common goals. As a community, the polis consisted of citizens with political rights (adult males), citizens with no political rights (women and children), and noncitizens (including agricultural laborers, slaves, and resident aliens).

All citizens had rights, but these rights were coupled with responsibilities. The Greek philosopher Aristotle argued that a citizen did not belong just to himself or herself: "We must rather regard every citizen as belonging to the state." However, the loyalty that citizens had to their city-states had a negative side. City-states distrusted one another, and the division of Greece into fiercely patriotic, independent units helped bring about its ruin.

As the polis developed, so too did a new military system. In earlier times, nobles on horseback fought wars in Greece. These aristocrats, who were large landowners, also dominated the political life of their city-states. However, by 700 B.C., the military system was based on hoplites, who were heavily armed infantry soldiers, or foot soldiers. Each carried a round shield, a short sword, and a thrusting spear about nine feet (2.7 m) long. Hoplites went into battle as a unit, marching shoulder to shoulder in a rectangular formation known as a **phalanx**. This close formation created a wall of shields to protect the hoplites. As long as they kept their order, it was difficult for enemies to harm them.

READING PROGRESS CHECK

Defining How did the Greeks define the concept of citizenship?

Greek Expansion

GUIDING QUESTION *How did the Greeks spread their culture and political ideas throughout the Mediterranean?*

Between 750 B.C. and 550 B.C., large numbers of Greeks left their homeland to settle in distant lands. Overpopulation at home, a desire for good farmland, and the growth of trade were important factors in deciding to settle new places. Each Greek colony became a new polis, independent of the polis that had founded it.

Greek Colonies

Across the Mediterranean, new Greek colonies were established along the coastlines of southern Italy, southern France, eastern Spain, and northern Africa west of Egypt. At the same time, to the north, the Greeks set up colonies in Thrace, where they sought good farmland to grow grains. The Greeks also settled along the shores of the Black Sea, setting up cities on the Hellespont and the Bosporus straits. The most notable of these cities was Byzantium (buh • ZAN • shuhm), the site of what later became Constantinople and is now İstanbul. In establishing these colonies, the Greeks spread their culture and political ideas throughout the Mediterranean.

polis the early Greek city-state, consisting of a city or town and its surrounding countryside

acropolis in early Greek city-states, a fortified gathering place at the top of a hill that was sometimes the site of temples and public buildings

agora in early Greek city-states, an open area that served as a gathering place and as a market

assemble to gather; to meet together

phalanx a wall of shields created by foot soldiers marching shoulder to shoulder in a rectangular formation

▼ **Ancient Athens was built near a rocky hill that could be easily fortified and defended. Temples and public buildings were located within the acropolis, shown at top.**

▶ CRITICAL THINKING

Drawing Conclusions Why were temples and public buildings located within the acropolis?

PHOTO: Rob Reichenfeld/Dorling Kindersley/Getty Images
PHOTO: Rob Reichenfeld/Dorling Kindersley/Getty Images, © Christie's Images/CORBIS, © SuperStock/Age Fotostock America, Private Collection/Bridgeman Art Library.

▲ The amphora, a jar to store wine, oil, and grain, came in all sizes. This black-figured amphora shows people gathering olives.

Colonization in these prime port locations also led to increased trade and industry. The Greeks on the mainland sent their pottery, wine, and olive oil to these areas. In return, they received grains and metals from the west, and fish, timber, wheat, metals, and slaves from the Black Sea region. The expansion of trade and industry created a new group of wealthy individuals in many of the Greek city-states. These men wanted political power but found it difficult to gain because of the power of the ruling aristocrats.

Tyranny in the City-States

The creation of this new group of rich men fostered the rise of tyrants in the seventh and sixth centuries B.C. Tyrants were not necessarily oppressive or wicked, as our word *tyrant* **implies**. Greek **tyrants** were rulers who seized power by force from the aristocrats.

Support for the tyrants came from the newly rich who had made their money in trade and industry. These people were hungry for the social prestige and political influence that aristocrats had denied them. Poor peasants who were in debt to landholding aristocrats also supported the tyrants. Both the newly rich and the peasants were tired of aristocratic domination of their city-states.

The tyrants gained power and kept it by using hired soldiers. After they were in power, the tyrants tried to help the poor and launched public works projects. They built new marketplaces, temples, and walls. These efforts glorified the city but, more importantly, increased the tyrants' popularity. Despite their achievements, however, tyrants had fallen out of favor by the end of the sixth century B.C. Greeks believed in the rule of law, and tyranny was an insult to that ideal.

Although tyranny did not last, it played an important role in Greek history. The rule of the tyrants ended the rule of the aristocrats in many city-states. The end of tyranny then allowed many new people to participate in government. In some Greek city-states, this led to the development of **democracy**, which is government by the people or rule of the many. Other city-states remained committed to government by an **oligarchy**, rule by the few.

READING PROGRESS CHECK

Identifying Which groups supported the rule of the tyrants?

imply to express indirectly through reference or association

tyrant a ruler who seized power by force from the aristocrats, gained support from the newly rich and the poor, and maintained power by using hired soldiers and fighting tactics

democracy "the rule of many"; government by the people, either directly or through their elected representatives

oligarchy "the rule of the few"; a form of government in which a select group of people exercises control

Two Rival City-States

GUIDING QUESTION *What different systems of government did Sparta and Athens have?*

The differences in the Greek city-states can be understood by examining the two most famous and powerful city-states, Sparta and Athens.

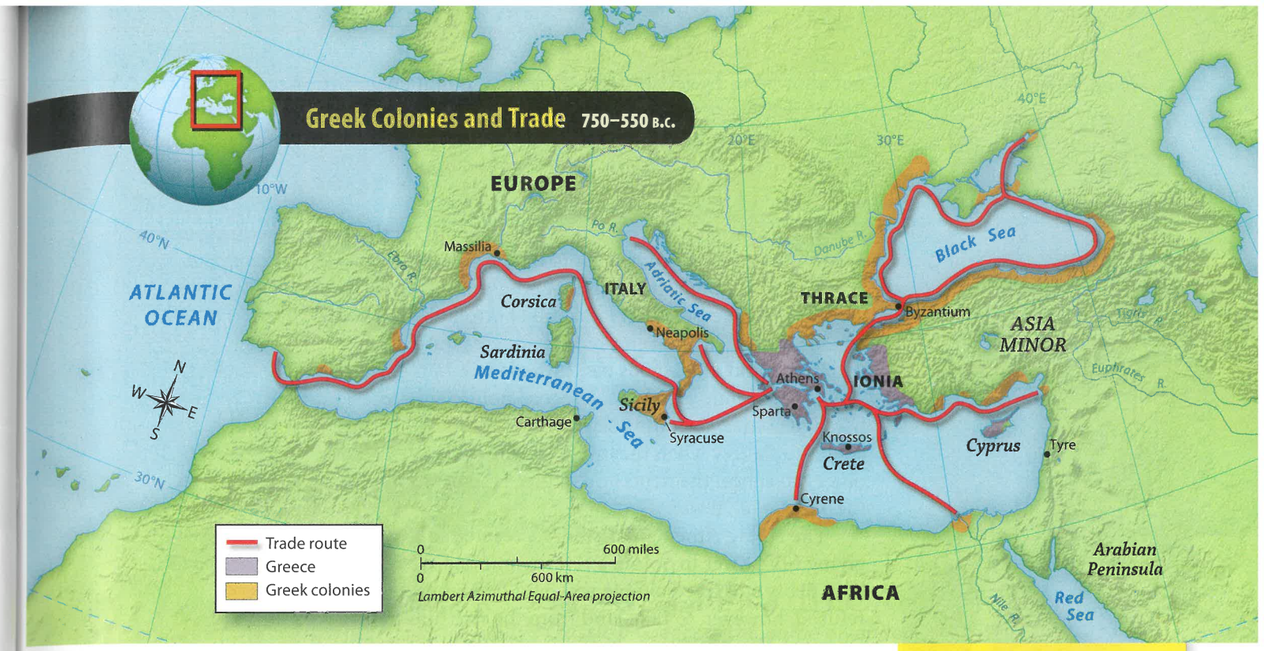
Sparta

Like other Greek city-states, Sparta needed more land. Instead of starting new colonies, as some states did, the Spartans conquered the neighboring Laconians. Later, beginning around 730 B.C., the Spartans undertook the conquest of neighboring Messenia despite its larger size and population.

After their conquest, the Messenians and Laconians became serfs and were made to work for the Spartans. These captured people were known as helots, a name derived from a Greek word for "capture." To ensure control over the conquered **helots**, the Spartans made a conscious decision to create a military state.

helot in ancient Sparta, a captive person who was forced to work for the conqueror

PHOTO: © Christie's Images/CORBIS



Between 800 B.C. and 600 B.C., the lives of Spartans were rigidly organized and tightly controlled—thus, our word *spartan,* meaning "highly self-disciplined." Males spent their childhood learning military discipline. Then they enrolled in the army for regular military service at age 20.

Although allowed to marry, Spartan males continued to live in the military barracks until age 30. All meals were eaten in public dining halls with fellow soldiers. Meals were simple: the famous Spartan black broth consisted of a piece of pork boiled in animal blood, salt, and vinegar. A visitor who ate some of the black broth once remarked that he now understood why Spartans were not afraid to die. At 30, Spartan males were allowed to vote in the assembly (discussed later). They could live at home, but they stayed in the army until the age of 60.

While their husbands lived in the barracks, Spartan women lived at home. Because of this separation, Spartan women had greater freedom of movement and greater power in the household than was common elsewhere in Greece. Spartan women were expected to remain fit to bear and raise healthy children. Many Spartan women upheld the strict Spartan values, expecting their husbands and sons to be brave in war. The story is told of a Spartan mother who, as she handed her son his shield, told him to come back carrying his shield or being carried on it. In other words, he was not to drop his shield in retreat but to be victorious or to die bravely.

The Spartan government was an oligarchy headed by two kings, who led the Spartan army on its campaigns. A group of five men, known as the **ephors** (EH • fuhrs), were elected each year and were responsible for the education of youth and the conduct of all citizens. A council of elders, composed of the two kings and 28 citizens over the age of 60, decided on the issues that would be presented to an assembly made of male citizens. This assembly did not debate; it only voted on the issues.

To make their new military state secure, the Spartans turned their backs on the outside world. Foreigners, who might have brought in new ideas, were discouraged from visiting. Except for military reasons, Spartans were

ephor one of the five men elected each year in ancient Sparta who were responsible for the education of youth and the conduct of all citizens.

GEOGRAPHY CONNECTION

By the sixth century B.C., the Greeks used coins in trade. Each polis minted its own coins out of gold, silver, or bronze.

1. **HUMAN SYSTEMS** *Analyze the relationship between Greek trading routes and Greek colonies.*
2. **THE WORLD IN SPATIAL TERMS** *Use a modern map to list the countries where there were Greek colonies.*

▼ a Spartan helmet

not allowed to travel abroad, where they might encounter ideas dangerous to the stability of the state. Likewise, Spartan citizens were discouraged from studying philosophy, literature, or the arts. The art of war was the Spartan ideal. All other arts were frowned upon.

Athens

By 700 B.C., Athens had become a unified polis on the peninsula of Attica. Early Athens was ruled by a king. By the seventh century B.C., however, Athens had become an oligarchy under the control of its aristocrats. These aristocrats owned the best land and controlled political life. There was an assembly of all the citizens, but it had few powers.

By the end of the 600s B.C., Athens faced political turmoil because of serious economic problems. Draco, a politician, codified the laws, adding harsh penalties, including slavery for debtors. Many Athenian farmers were sold into slavery when they were unable to pay their debts. There was an outcry to cancel the debts and to give land to the poor. Athens seemed on the verge of civil war.

The ruling Athenian aristocrats reacted to this crisis in 594 B.C. by giving full power to Solon, a reform-minded aristocrat. Solon canceled all land debts and freed people who had fallen into slavery for debts. He refused, however, to take land from the rich and to give it to the poor. Despite Solon's reforms, aristocrats were still powerful and poor peasants could not obtain land. Internal strife finally led to the very thing Solon had hoped to avoid—tyranny.

Peisistratus (pih • SIHS • truh • tuhs), an aristocrat, seized power in 560 B.C. He then aided Athenian trade as a way of pleasing the merchants. He also gave aristocrats' land to the peasants in order to gain the favor of the poor. The Athenians rebelled against Peisistratus's son, who had succeeded him, and ended the tyranny in 510 B.C. Two years later, with the backing of the Athenian people, Cleisthenes (KLYS • thuh • NEEZ), another reformer, gained the upper hand.

Cleisthenes created a new council of 500 that supervised foreign affairs, oversaw the treasury, and proposed the laws that would be voted on by the assembly. The Athenian assembly, composed of male citizens, was given final authority to pass laws after free and open debate. Because the assembly of citizens now had the central role in the Athenian political system, the reforms of Cleisthenes created the foundations for Athenian democracy.

READING PROGRESS CHECK

Contrasting Identify and describe a major difference between Spartan and Athenian city-states.

PHOTO: © SuperStock/Age Fotostock America

LESSON 2 REVIEW CCSS

Reviewing Vocabulary

1. ***Analyzing Information*** What are the meanings of the terms *polis, acropolis,* and *agora?*

Using Your Notes

2. ***Identifying Central Issues*** Use your notes to list the goods that the Greeks exported to and imported from their colonies.

Answering the Guiding Questions

3. ***Analyzing*** How were the city-states of ancient Greece organized?
4. ***Identifying Cause and Effect*** How did the Greeks spread their culture and political ideas throughout the Mediterranean?
5. ***Contrasting*** What different systems of government did Sparta and Athens have?

Writing Activity

6. **ARGUMENT** Write an essay in which you compare and contrast Sparta and Athens and argue for the superiority of one political and social system over the other. Be sure to explain what makes one system better than the other.

networks

There's More Online!

- BIOGRAPHY Pericles
- GRAPHIC ORGANIZER Causes and Effects of the Persian Wars
- IMAGE Ostrakon
- INFOGRAPHIC Pericles's Expansion of Athenian Democracy
- INTERACTIVE SELF-CHECK QUIZ
- MAP Peloponnesian War, 431–404 B.C.
- MAP Persian Wars, 499–479 B.C.
- SECONDARY SOURCE The Battle of Thermopylae
- VIDEO Classical Greece

Reading HELPDESK CCSS

Academic Vocabulary

- **classical**
- **strategy**

Content Vocabulary

- **Age of Pericles**
- **direct democracy**
- **ostracism**

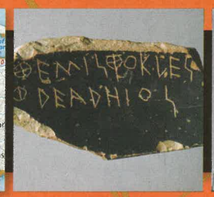
TAKING NOTES:

Key Ideas and Details

Classifying Use the following graphic organizer to identify different groups in Athenian society and briefly describe their roles and rights.

Social Group	Roles and Rights
Adult male citizens	
Adult male foreigners	
Slaves	
Women citizens	

PHOTO: (l to r)Age fotostock/SuperStock, ©Gianni Dagli Orti/CORBIS, The Granger Collection, NYC, All rights reserved.



LESSON 3

Classical Greece

ESSENTIAL QUESTIONS

- *How can geography influence political organization?*
- *How can cultural and political differences lead to conflict and change?*

IT MATTERS BECAUSE

Classical Greece is the name given to the period of Greek history from around 500 B.C. to the conquest of Greece by the Macedonian king Philip II in 338 B.C. This period was marked not only by a brilliant culture but also by a disastrous war among the Greeks, the Peloponnesian War.

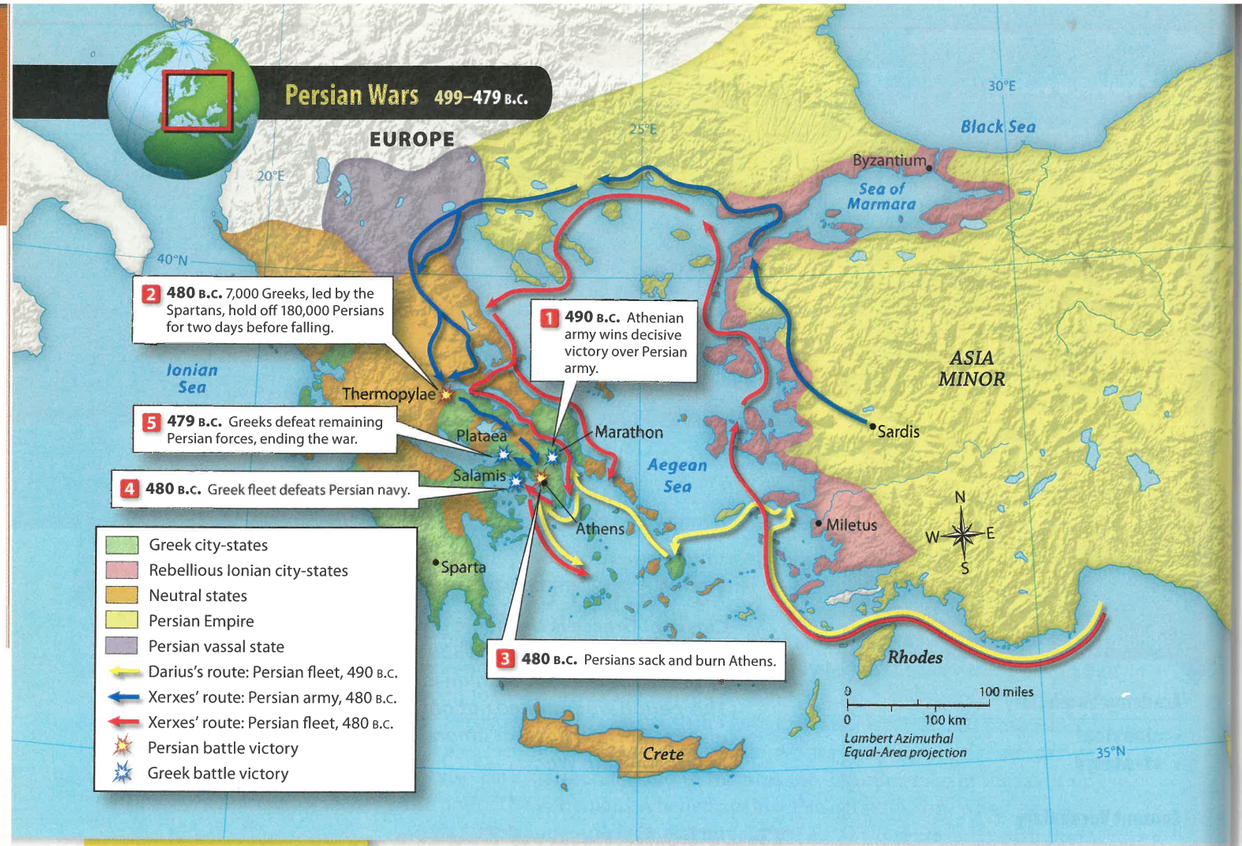
The Challenge of Persia

GUIDING QUESTION *What did the Greek city-states do to defend themselves against Persian invaders?*

As the Greeks spread throughout the Mediterranean, they came into conflict with the Persian Empire to the east. By the mid-sixth century B.C., the Persian Empire controlled the Ionian Greek cities in western Asia Minor. In 499 B.C., these Ionian cities attempted a revolt, assisted by the Athenian navy. They were unsuccessful, but their attempt prompted the Persian ruler Darius to seek revenge. It is said that Darius ordered one of his slaves to say to him at every meal, "Sire, remember the Athenians."

In 490 B.C., the Persians landed on the plain of Marathon, only 26 miles (42 km) from Athens. There, an outnumbered Athenian army attacked and defeated the Persians decisively. The Persians returned to Asia. According to legend, news of Persia's defeat was brought by an Athenian runner named Pheidippides (fy • DIHP • uh • DEEZ), who raced from Marathon to Athens. With his last breath, he announced, "Rejoice! We win!" before dropping dead. Today's marathon race is based on this heroic story. Although the Battle of Marathon was a minor defeat to the Persians, to the Athenians, it proved that the Persians could be beaten and gave them new confidence in their city-state.

After Darius died in 486 B.C., Xerxes (ZUHRK • SEEZ) became the new Persian monarch. Xerxes vowed revenge and planned to invade Greece. In preparation for the attack, some of the Greek



GEOGRAPHY CONNECTION

1. **HUMAN SYSTEMS** *How did the strategy of the first Persian campaign differ from the second Persian campaign?*
2. **THE WORLD IN SPATIAL TERMS** *What do the locations of the major battles have in common? Why do they share this characteristic?*

states formed a defensive league under the Spartans. The Athenians, however, followed a new military policy insisted on by Themistocles, one of the Athenian leaders, and built a navy. By the time the Persians invaded in 480 B.C., the Athenians had a fleet of about 200 vessels.

Xerxes led a massive invasion force into Greece. His forces included about 180,000 troops and thousands of warships and supply vessels. In spite of their differences, Athenians, Spartans, and other Greeks were united by a common goal of defeating the Persian invaders. The Greeks tried to delay the Persians at the pass of Thermopylae, along the main road into central Greece. A Greek force of about 7,000 held off the Persian army for two days. The 300 Spartans in the Greek army were especially brave. When told that Persian arrows would darken the sky in battle, one Spartan responded, "That's good news, we will get to fight in the shade." Unfortunately for the Greeks, a traitor told the Persians how to use a mountain path to outflank the Greek force.

The Athenians, threatened by Persian forces, abandoned their city. Near the island of Salamis, the outnumbered Greek fleet defeated the Persians. A few months later, early in 479 B.C., the Greeks formed the largest Greek army of the time and defeated the Persian army at Plataea (pluh • TEE • uh), northwest of Athens. The Greeks had won the war and were free to pursue their own destiny.

READING PROGRESS CHECK

Identifying Central Issues What motivated Persian rulers to attack Greece?

The Athenian Empire

GUIDING QUESTION *Why was the expansion of Athenian democracy by Pericles a turning point in history?*

After the defeat of the Persians, Athens took over the leadership of the entire Greek world. In 478 B.C., the Athenians formed a defensive alliance against the Persians known as the Delian League. Its main headquarters was on the island of Delos. However, its chief officials, including the treasurers and commanders of the fleet, were Athenian. Under Athenian leadership, the Delian League pursued the attack against the Persian Empire, eventually liberating virtually all of the Greek states in the Aegean from Persian control. In 454 B.C., the Athenians moved the treasury of the league from the island of Delos to Athens on the mainland. By controlling the Delian League, Athens had created an empire.

Under Pericles, a dominant figure in Athenian politics between 461 B.C. and 429 B.C., Athens expanded its empire abroad while democracy flourished at home. This period of **classical** Athenian and Greek history, which historians have called the **Age of Pericles**, saw the height of Athenian power and brilliance.

The Age of Pericles

By creating a **direct democracy**, Pericles expanded the involvement of Athenians in their government. In this system, every male citizen participated directly in government decision making through mass meetings. In Athens, every male citizen participated in the governing assembly and voted on all major issues.

Most residents of Athens, however, were not citizens. In the mid-fifth century B.C., the assembly consisted of about 43,000 male citizens older than 18 years old. Every 10 days, the assembly met on a hillside east of the Acropolis. Not all attended, and the number present seldom reached 6,000. The assembly passed all laws, elected public officials, and made decisions concerning war and foreign policy. Anyone could speak, but usually only respected leaders did so.

However, by making lower-class male citizens eligible for public office and by paying officeholders, Pericles made it possible for poor citizens to take part in public affairs. Pericles believed that Athenians should be proud of their democracy.

A large body of city officials ran the government on a daily basis. Ten officials, or generals, directed policy. The generals could be reelected, so individual leaders could play an important political role.

Athenians devised the practice of **ostracism** to protect against ambitious politicians. Members of the assembly could write on a pottery fragment (ostrakon) the name of a person they considered harmful. A person named by at least 6,000 members was banned from the city for 10 years.

Under Pericles, Athens became the center of Greek culture. Because the Persian Wars had destroyed much of the city, Pericles began a massive rebuilding program. New temples (including the Parthenon) and statues soon signified the greatness of Athens. Art, architecture, and philosophy flourished. Pericles proudly boasted that Athens had become the "school of Greece."

Daily Life in Classical Athens

By the fifth century B.C., Athens had the largest population of the Greek city-states. Before the plague in 430 B.C., there were about 300,000 people living in Athens and the surrounding area. About 43,000 of them were adult males with political power. Adult male foreigners living in Athens,

Connections to TODAY

The Idea of Democracy

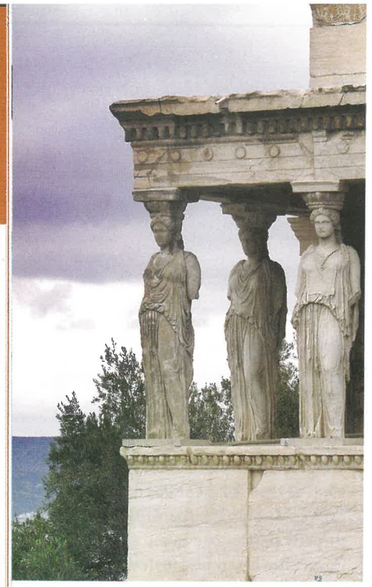
The theory and practice of democracy have undergone enormous changes since the Age of Pericles. One important difference lies in the form of government. Pericles promoted direct democracy in Athens. However, most modern democratic nations practice representative democracy. In a representative democracy, such as the United States or France, the citizens do not directly participate in a governing assembly. Instead, they elect political representatives to write laws and to govern. Another important change concerns restrictions on the right to political participation. In the twentieth century, most democratic nations extended that right to all adult citizens, regardless of race, class, or gender.

classical authoritative, traditional; relating to the literature, art, architecture, and ideals of the ancient Greek and Roman world

Age of Pericles the period between 461 B.C. and 429 B.C. when Pericles dominated Athenian politics and Athens reached the height of its power

direct democracy a system of government in which the people participate directly in government decision making through mass meetings

ostracism in ancient Athens, the process for temporarily banning ambitious politicians from the city by popular vote



▲ Built in the fifth century B.C., the "Maiden Porch" of the Erechtheum overlooks the city of Athens.

▶ CRITICAL THINKING
Making Inferences How might this porch have received its name?

numbering about 10,000, received the protection of the laws. They were also subject to some of the responsibilities of citizens, such as military service. Slaves numbered around 100,000.

Slavery was common in the ancient world. Most people in Athens—except the very poor—owned at least one slave. The very wealthy might own large numbers. Those who did usually employed them in industry. Most often, slaves worked in the fields or in the home as cooks and maids. Some slaves were owned by the state and worked on public construction projects.

Economy and Society

The Athenian economy was largely based on farming and trade. Athenians grew grains, vegetables, and fruit for local use. Grapes and olive trees were cultivated for wine and olive oil, which were for local use and for export. Athenians raised sheep and goats for wool, milk, and dairy products.

Because of the number of people and the lack of fertile land, Athens had to import from 50 to 80 percent of its grain, a basic item in the Athenian diet. This meant that trade was highly important to the Athenian economy. The building of a port at nearby Piraeus (py • REE • uhs) helped Athens become the leading trade center in the fifth-century B.C. Greek world.

The family was an important institution in ancient Athens. It was composed of a husband, wife, and children, although Athenians also regarded other dependent relatives and even slaves as parts of their families. The family's primary function was to produce new citizens by having children.

Women were citizens who could take part in most religious festivals but otherwise were excluded from public life. They were expected to remain at home, out of sight in special quarters, unless attending funerals or festivals. If they left the house, women had to have a companion.

An Athenian woman was expected to be a good wife. Her chief obligation was to bear children, especially male children who would preserve the family line. She was also expected to take care of her family and her house. She either did the housework herself or supervised the slaves who did the work.

Women were strictly controlled. They could not own property beyond personal items. They always had a male guardian: if unmarried, a father; if married, a husband; if widowed, a son or male relative. Because they married at 14 or 15, girls learned their responsibilities early. Their mothers taught them how to run a home, including how to spin and weave cloth. Although many learned to read and to play musical instruments, girls did not have any formal education. Women did not work outside the home unless they were poor. Then they could work only at unskilled jobs.

✓ READING PROGRESS CHECK
Analyzing How did Pericles expand Athenians' involvement in their government?

The Great Peloponnesian War

GUIDING QUESTION *How did Athens's growing power lead to conflict with Sparta?*

After the defeat of the Persians, the Greek world divided into two main camps: the Athenian Empire (Athens and the Delian League, which it controlled) and Sparta and its supporters (Peloponnesian League). Athens and Sparta had very different societies, and neither was able to tolerate the other's system. Sparta and its allies feared the growing Athenian Empire, and a series of disputes finally led to the outbreak of the Great Peloponnesian War in 431 B.C.

PHOTO: age fotostock/SuperStock

At the beginning of the war, both sides believed they had winning **strategies**. The Athenians planned to remain behind the city's protective walls and receive supplies from their colonies and navy. The Spartans and their allies surrounded Athens, hoping that the Athenians would send out their army to fight beyond the walls. Pericles knew, however, that the Spartan forces could beat the Athenians in open battles. The Athenians had a better navy, but the Spartans had a stronger army. Pericles also believed that Athens was secure behind its walls, so the Athenians stayed put.

In the first winter of the war, the Athenians held a public funeral to honor those who had died in combat. Pericles spoke about the greatness of Athens and the strength of its political system. In the second year of the war, a plague broke out in the overly crowded city of Athens. The plague killed more than a third of the people. Pericles himself died the following year (429 B.C.). Despite these severe losses, the Athenians fought on for about another 25 years.

A crushing blow to the Athenians came in 405 B.C., when their fleet was destroyed at Aegospotami (ee • guh • SPAH • tuh • mee) on the Hellespont. Within the next year, Athens surrendered. Its walls were torn down, the navy disbanded, and the Athenian Empire was destroyed. The great war was over, but the age of classical Greek culture and government was also.

The Great Peloponnesian War weakened the major Greek states and ruined any possibility of cooperation among them. During the next 67 years, Sparta, Athens, and Thebes (a new Greek power) struggled to dominate Greek affairs. In continuing their petty wars, the Greeks ignored the growing power of Macedonia to their north. This oversight would cost them their freedom.

✓ READING PROGRESS CHECK
Contrasting What different strategies did Sparta and Athens adopt to fight the Peloponnesian War?

GEOGRAPHY CONNECTION

1. **PLACES AND REGIONS** *What geographical factors affected the ways in which city-states were allied?*
2. **ENVIRONMENT AND SOCIETY** *From a geographic standpoint, which side, Athens or Sparta, had an advantage in the war? Explain your answer.*

strategy a plan or method

LESSON 3 REVIEW CCSS

Reviewing Vocabulary
1. ***Analyzing Information*** What was the Age of Pericles, and how did it involve direct democracy?

Using Your Notes
2. ***Organizing*** Use your notes to write a paragraph in which you describe the roles and rights of different groups in Athenian society.

Answering the Guiding Questions
3. ***Explaining*** What did the Greek city-states do to defend themselves against Persian invaders?
4. ***Interpreting Significance*** Why was the expansion of Athenian democracy by Pericles a turning point in history?
5. ***Determining Cause and Effect*** How did Athens's growing power lead to conflict with Sparta?

Writing Activity
6. **INFORMATIVE/EXPLANATORY** Describe the society and economy of classical Athens. What would daily life have been like for Athenians?

networks

There's More Online!

- BIOGRAPHY Aristotle
- BIOGRAPHY Plato
- BIOGRAPHY Socrates
- CHART/GRAPH Olympian Gods
- IMAGE Greek Amphitheater
- IMAGE Parthenon
- INFOGRAPHIC Greek Myths and Theater
- INTERACTIVE SELF-CHECK QUIZ
- PRIMARY SOURCE Greek Religion in the *Iliad*
- VIDEO Classical Greek Culture

LESSON 4
Classical Greek Culture

ESSENTIAL QUESTIONS
- *How can geography influence political organization?*
- *How can cultural and political differences lead to conflict and change?*

Reading HELPDESK

Academic Vocabulary
- method
- ethics

Content Vocabulary
- oracle
- tragedy
- philosophy
- Socratic method

TAKING NOTES:
Key Ideas and Details

Differentiating Information Use a graphic organizer like the one below to understand the philosophies of Socrates, Plato, and Aristotle.

	Socrates	Plato	Aristotle
1. Views on the purpose of philosophy			
2. Views on human nature and the nature of the world			
3. Views on government			

It Matters Because

Classical Greece, especially Athens under Pericles' rule, witnessed a period of remarkable intellectual and cultural growth that became the main source of Western culture. Aristotle, Socrates, and Plato established the foundations of Western philosophy.

Greek Religion

GUIDING QUESTION *How was Greek religion an essential part of Greek society?*

Religion affected every aspect of Greek life. Greeks considered religion necessary to the well-being of the state. Temples dedicated to gods and goddesses were the major buildings in Greek cities.

Homer described the gods worshiped in the Greek religion. Twelve chief gods and goddesses were thought to live on Olympus, the highest mountain in Greece. Among the 12 were Zeus, the chief god and father of the gods; Athena, goddess of wisdom and crafts; Apollo, god of the sun and poetry; Artemis, the sister of Apollo, who was goddess of the moon and of the hunt; Ares, god of war; Aphrodite, goddess of love; and Poseidon, brother of Zeus and god of the seas and earthquakes.

Festivals developed as a way to honor the gods and goddesses. Certain festivals were held at special locations, such as those dedicated to the worship of Zeus at Olympia or to Apollo at Delphi. Numerous events, including athletic games, took place in honor of the gods at the Greek festivals. The first such games were held at the Olympic festival in 776 B.C.

The Greeks also had a great desire to learn the will of the gods. To do so, they made use of the **oracle**, a sacred shrine where a god or goddess was said to reveal the future through a priest or priestess. The most famous was the oracle of Apollo at Delphi, located on the side of Mount Parnassus overlooking the Gulf of Corinth. At Delphi, a priestess, thought to be inspired by Apollo, listened to questions. Her responses were then interpreted by priests and given to the persons asking the questions.

PHOTO: © Brand X Pictures/PunchStock, Glowimages/Getty Images, Danita Delimont/Gallo Images/Getty Images, Solus-Veer/CORBIS, IML Image Group Ltd/Alamy Images.

The responses provided by the priests and priestesses were often puzzling and could be interpreted in more than one way. For example, Croesus (KREE • suhs), a king of Lydia known for his incredible wealth, sent messengers to the oracle at Delphi asking "whether he shall go to war with the Persians." The oracle replied that if Croesus attacked the Persians, he would destroy a mighty empire. Overjoyed to hear these words, Croesus made war on the Persians but was crushed. A mighty empire—that of Croesus—was destroyed!

Although the ancient Greek religion is no longer practiced, it was the source of most Greek drama and art. Not only did the Romans adopt the Greek gods, but many stories and references to Greek gods appear in European and American literature.

READING PROGRESS CHECK

Drawing Conclusions Was religion in Greece a public or private affair? Explain your answer.

oracle in ancient Greece, a sacred shrine where a god or goddess was said to reveal the future through a priest or priestess

Classical Greek Arts and Literature

GUIDING QUESTION *What groundbreaking art and literature were produced during the classical period in Greece?*

The arts of the Western world have been largely dominated by the standards set by the Greeks of the classical period. Classical Greek art was concerned with expressing eternal ideals. The subject matter of this art was the human being, presented as an object of great beauty. The classical style, with its ideals of reason, moderation, balance, and harmony in all things, was meant to civilize the emotions.

Architecture and Sculpture

In architecture, the most important form was the temple, dedicated to a god or goddess. At the center of Greek temples were walled rooms that housed both the statues of deities and treasuries in which gifts to the gods and goddesses were safeguarded. These central rooms were surrounded by a screen of marble columns that made Greek temples open structures rather than closed ones.

Some of the finest examples of Greek classical architecture were built in Athens in the fifth century B.C. The most famous building on the Acropolis, the Parthenon is regarded as the greatest example of the classical Greek temple. It was built between 447 B.C. and 432 B.C. Dedicated to Athena, the patron goddess of Athens, the Parthenon was an expression of the Athenians' pride in their city-state. Indeed, it was dedicated not only to Athena but also to the glory of Athens. The Parthenon exemplifies the principles of classical architecture: the search for calmness, clarity, and freedom from unnecessary detail.

Greek sculpture also developed a classical style. Lifelike statues of the

▼ The Parthenon in Athens was a temple dedicated to the Greek goddess Athena.

▶ CRITICAL THINKING
Analyzing Visuals How does the Parthenon exemplify Greek classical architecture?

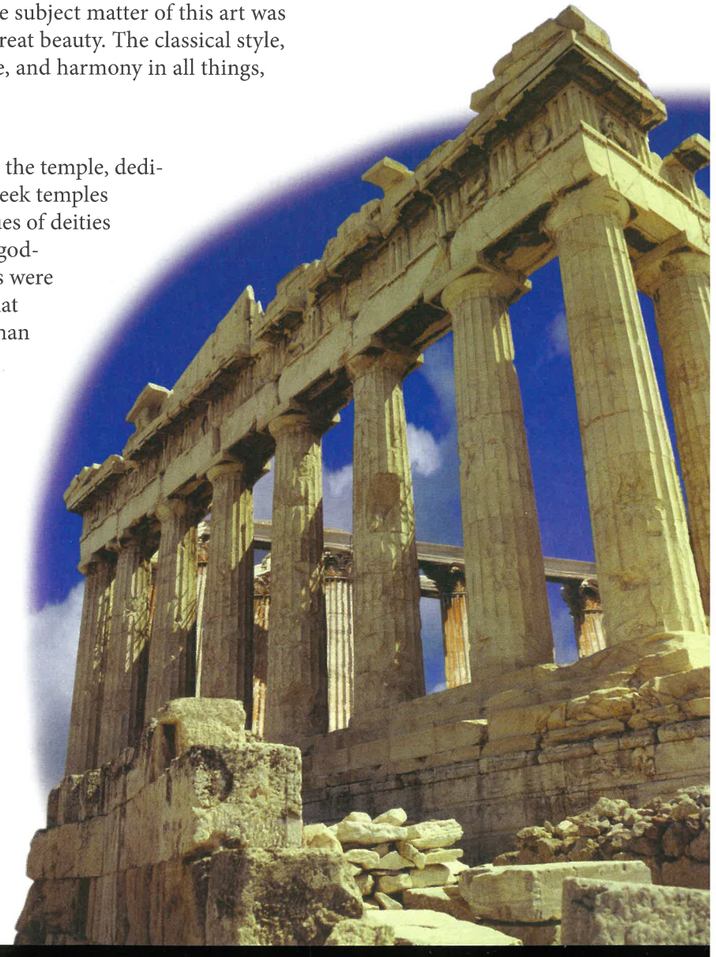


PHOTO: ©Brand X Pictures/PunchStock

male nude, the favorite subject of Greek sculptors, showed relaxed attitudes. Their faces were self-assured, their bodies flexible and smooth muscled. Classical Greek sculptors did not seek to achieve realism, however, but rather a standard of ideal beauty. Polyclitus (PAH • lih • KLY • tuhs), a fifth-century sculptor, wrote down systematic rules for proportions that he illustrated in a work known as the *Doryphoros*. His theory maintained that the use of ideal proportions, based on mathematical ratios found in nature, could produce an ideal human form.

Drama

Drama as we know it in Western culture was created by the Greeks. Plays were presented in outdoor theaters as part of religious festivals. The first Greek dramas were **tragedies**, which were presented in a trilogy—a set of three plays—built around a common theme. The only complete trilogy we possess today, called the *Oresteia,* was composed by Aeschylus. This set of three plays relates the fate of Agamemnon, a hero of the Trojan War, and his family after his return from the war. In the plays, evil acts are shown to breed more evil acts and suffering. In the end, however, reason triumphs over the forces of evil.

Another great Athenian playwright was Sophocles, whose most famous play was *Oedipus Rex*. In this play, the oracle of Apollo foretells how Oedipus will kill his own father and marry his mother. Despite all attempts to prevent this, Oedipus does commit these tragic acts.

A third outstanding Athenian dramatist, Euripides, tried to create more realistic characters in real-life situations. Euripides was controversial. He questioned traditional values, portraying war as brutal and barbaric.

Greek tragedies dealt with universal themes still relevant today. They examined problems such as the nature of good and evil, the rights of the individual, the nature of divine forces, and the nature of human beings. In the world of the Greek tragedies, striving to do the best thing may not always lead to success, but the attempt is a worthy endeavor. Greeks took great pride in their accomplishments and independence.

Greek comedy developed later than tragedy. Comedies were used to criticize politicians and intellectuals and were meant both to entertain and to provoke a reaction. Aristophanes, a good example of a Greek comedian, filled his plays with puns and satire.

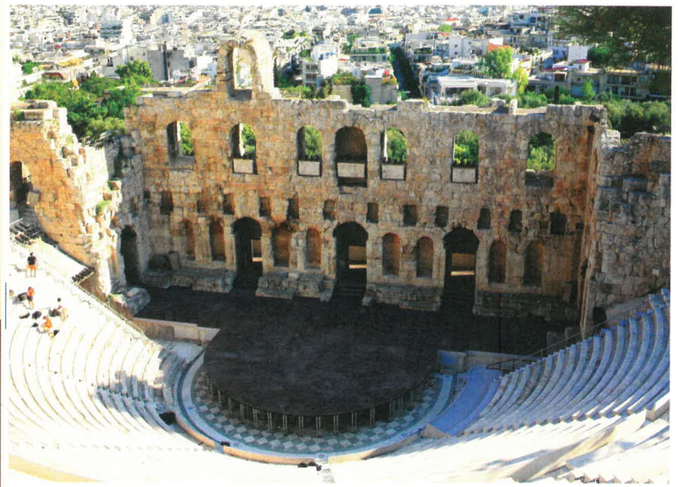
Analyzing Primary Sources (CCSS)

The nature of mankind

"Many are the wonders, none is more wonderful than what is man. This it is that crosses the sea with the south winds storming and the waves swelling. . . . He it is again who wears away the Earth . . . as the ploughs wind across her from year to year. . . . A cunning fellow is man. His contrivances make him master of beasts of the field . . . and [he has taught himself] how to avoid the sharp frost . . . and pelting strokes of the rain. . . . Only against death can he call on no means of escape."

—Sophocles, from *Antigone*

DBQ ***DRAWING CONCLUSIONS***
What is the central point of this speech on the nature of human beings?



▲ Ancient Greek amphitheater in Athens

The Writing of History

History, as we know it—a systematic analysis of past events—was created in the Western world by the Greeks. Herodotus (hih • RAH • duh • tuhs) wrote *History of the Persian Wars,* often seen as the first real history in Western civilization. Its central theme is the conflict between the Greeks and the Persians, which Herodotus viewed as a struggle between Greek freedom and Persian despotism. Herodotus traveled widely and questioned many people as a means of obtaining his information. He was a master storyteller.

Many historians today consider Thucydides (thoo • SIH • duh • DEEZ) the greatest historian of the ancient world. Thucydides was an Athenian general who fought in the Great Peloponnesian War and later wrote its history. Unlike Herodotus, he saw war and politics as caused by the activities of human beings, not gods. He examined the Peloponnesian War clearly and fairly, placing much emphasis on the accuracy of his facts. Thucydides also provided remarkable insight into the human condition. He believed that the study of history was of great value in understanding the present.

PHOTO: Glowimages/Getty Images

READING PROGRESS CHECK

Identifying Central Issues What was an overarching goal of classical Greek artists and writers?

Greek Philosophy

GUIDING QUESTION ***What were the philosophical ideas that came out of ancient Greece?***

Philosophy refers to an organized system of thought. The term comes from Greek roots that mean "love of wisdom." Early Greek philosophers focused on the development of critical or rational thought about the nature of the universe.

Sophists

The Sophists were a group of traveling teachers in ancient Greece who rejected speculation. They argued that it was simply beyond the reach of the human mind to understand the universe. It was more important for individuals to improve themselves. The Sophists stressed the importance of rhetoric (the art of persuasive speaking necessary for winning debates and swaying audiences). This skill was especially valuable in democratic Athens.

Socrates

Socrates was a sculptor whose true love was philosophy. Because Socrates left no writings, we know about him only what we have learned from the writings of his pupils, such as Plato. Socrates taught many pupils, but he accepted no pay. He believed that the goal of education was only to improve the individual.

Socrates used a teaching **method** that is still known by his name. The **Socratic method** of teaching uses a question-and-answer format to lead pupils to see things for themselves by using their own reasoning skills. Socrates believed that all real knowledge is already present within each person. Only critical examination is needed to call it forth. This is the real task of philosophy, because, as Socrates said, "The unexamined life is not worth living." This belief in the individual's ability to reason was an important contribution of the Greeks.

Socrates questioned authority, which soon led him into trouble. Athens had had a tradition of free thought and inquiry, but defeat in the Peloponnesian War changed the Athenians. They no longer trusted open debate. Socrates was accused and convicted of corrupting the youth of Athens by teaching them to question and think for themselves. An Athenian jury sentenced him to die by drinking hemlock, a poison.

Plato

One of Socrates' students was Plato, considered by many the greatest philosopher of Western civilization. Unlike Socrates, Plato wrote a great deal. He was fascinated with the question of reality: How do we know what is real?

According to Plato, a higher world of eternal, unchanging Forms has always existed. These ideal Forms make up reality, and only a trained

Analyzing Primary Sources (CCSS)

Thucydides on history

"And with regard to my factual reporting of the events of the war I have made it a principle not to write down the first story that came my way, and not even to be guided by my own general impressions; either I was present myself at the events which I have described or else I heard of them from eye-witnesses whose reports I have checked with as much thoroughness as possible."

—Thucydides, from the *History of the Peloponnesian War*

DBQ ***INTERPRETING***
How did Thucydides approach the study of history?

tragedy a form of drama that portrays a conflict between the protagonist and a superior force and having a protagonist who is brought to ruin or extreme sorrow, especially as a result of a fatal flaw

philosophy an organized system of thought, from the Greek for "love of wisdom"

method a systematic plan for doing something

Socratic method the method of teaching used by the Greek philosopher Socrates; it employs a question-and-answer format to lead pupils to see things for themselves by using their own reason

ethics moral principles; generally recognized rules of conduct

Analyzing PRIMARY SOURCES

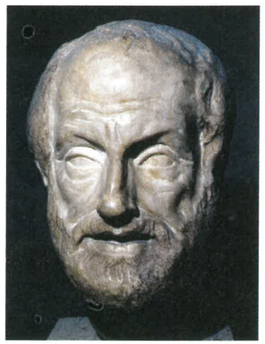
Plato's *The Republic*

"Unless either philosophers become kings in their countries or those who are now called kings and rulers come to be sufficiently inspired with a genuine desire for wisdom; unless, that is to say, political power and philosophy meet together . . . there can be no rest from troubles . . . for states, nor for all mankind."

—Plato, from *The Republic, Book II*

DBQ ***DRAWING CONCLUSIONS***

How did Plato propose to create his ideal system of government?



▲ Aristotle argued that investigation and observation were the best ways to learn about the nature of the universe.

mind—the goal of philosophy—can become aware of or understand these Forms. To Plato, the objects that we perceive with our senses (trees, for example) are simply reflections of the ideal Forms (treeness). They (the trees) are but shadows. Reality is found in the Form (treeness) itself.

Plato explained his ideas about government in a work entitled *The Republic.* Based on his experience in Athens, Plato had come to distrust the workings of democracy. To him, individuals could not achieve a good life unless they lived in a just and rational state. Plato's search for the just state led him to construct an ideal state in which people were divided into three basic groups. At the top was an upper class of philosopher-kings. The second group were warriors, and the third group contained all the rest—people driven not by wisdom or courage but by desire. The third group were society's producers—artisans, tradespeople, and farmers. When each of these groups performed its appropriate role in society, the society would function smoothly. Contrary to Greek custom, Plato also believed that men and women should have the same education and equal access to all positions.

Aristotle

Plato established a school in Athens that was known as the Academy. His most famous pupil was Aristotle, who studied there for 20 years. Aristotle did not accept Plato's theory of ideal forms. He thought that by examining individual objects (trees), we could perceive their form (treeness). However, he did not believe that these forms existed in a separate, higher world of reality beyond material things. Rather, he thought of forms as a part of things themselves. (In other words, we know what treeness is by examining trees.)

Aristotle's interests, then, lay in analyzing and classifying things based on observation and investigation. He defined entire categories of study, such as logic, biology, and physics, and wrote about a range of subjects, including **ethics**, politics, poetry, and the sciences. Until the seventeenth century, science in the Western world remained largely based on Aristotle's ideas.

Like Plato, Aristotle wanted an effective form of government that would rationally direct human affairs. Unlike Plato, he did not seek an ideal state but tried to find the best form of government by analyzing existing governments. For his *Politics,* Aristotle looked at the constitutions of 158 states and found three good forms of government: monarchy, aristocracy, and constitutional government. He slightly favored constitutional government, which can be democratic, as the best form for most people.

READING PROGRESS CHECK

Contrasting How did Plato and Aristotle differ in their opinions on government?

PHOTO: Danita Delimont/Gallo Images/Getty Images

LESSON 4 REVIEW

Reviewing Vocabulary

1. ***Drawing Conclusions*** What is an oracle, and why was it important to the Greeks?

Using Your Notes

2. ***Organizing Information*** Use your notes to explain the fundamental differences between the philosophies of Socrates, Plato, and Aristotle.

Answering the Guiding Questions

3. ***Drawing Conclusions*** How was Greek religion an essential part of Greek society?
4. ***Evaluating*** What groundbreaking art and literature were produced during the classical period in Greece?
5. ***Interpreting Significance*** What were the philosophical ideas that came out of ancient Greece?

Writing Activity

6. **INFORMATIVE/EXPLANATORY** Write several paragraphs on how Greek society centered around religion. Examine how religion affected all classes of people, society, art, literature, and politics.

networks

There's More Online!

- BIOGRAPHY Alexander the Great
- BIOGRAPHY Philip II
- CHART/GRAPH Epicureanism and Stoicism
- IMAGE Alexander's Defeat of Darius III
- IMAGE Mosaic from Alexandria
- INTERACTIVE SELF-CHECK QUIZ
- MAP The Empire of Alexander the Great, 323 B.C.
- PRIMARY SOURCE The Legacy of Alexander the Great
- VIDEO Alexander and the Hellenistic Era

Reading HELPDESK

Academic Vocabulary

- **subsidizing**
- **founder**

Content Vocabulary

- **Hellenistic Era**
- **Epicureanism**
- **Stoicism**

TAKING NOTES:

Key Ideas and Details

Identifying Use a graphic organizer like the one below to summarize the accomplishments of Hellenistic scientists and philosophers.

Philosopher/ Scientist	Accomplishment/ Theory

PHOTO: Danita Delimont/Gallo Images/Getty Images; Richard Nowitz/National Geographic/Getty Images; Erich Lessing/Art Resource, NY; David Lees/CORBIS.

LESSON 5

Alexander and the Hellenistic Era

ESSENTIAL QUESTIONS

- *How can geography influence political organization?*
- *How can cultural and political differences lead to conflict and change?*

IT MATTERS BECAUSE

Under the leadership of Alexander the Great, Macedonians and Greeks united to invade and conquer the Persian Empire. In the conquered lands, Greeks and non-Greeks formed a new society in what is known as the Hellenistic era.

Macedonians Invade Greece

GUIDING QUESTION *How did the Macedonians and Greeks conquer the Persian Empire?*

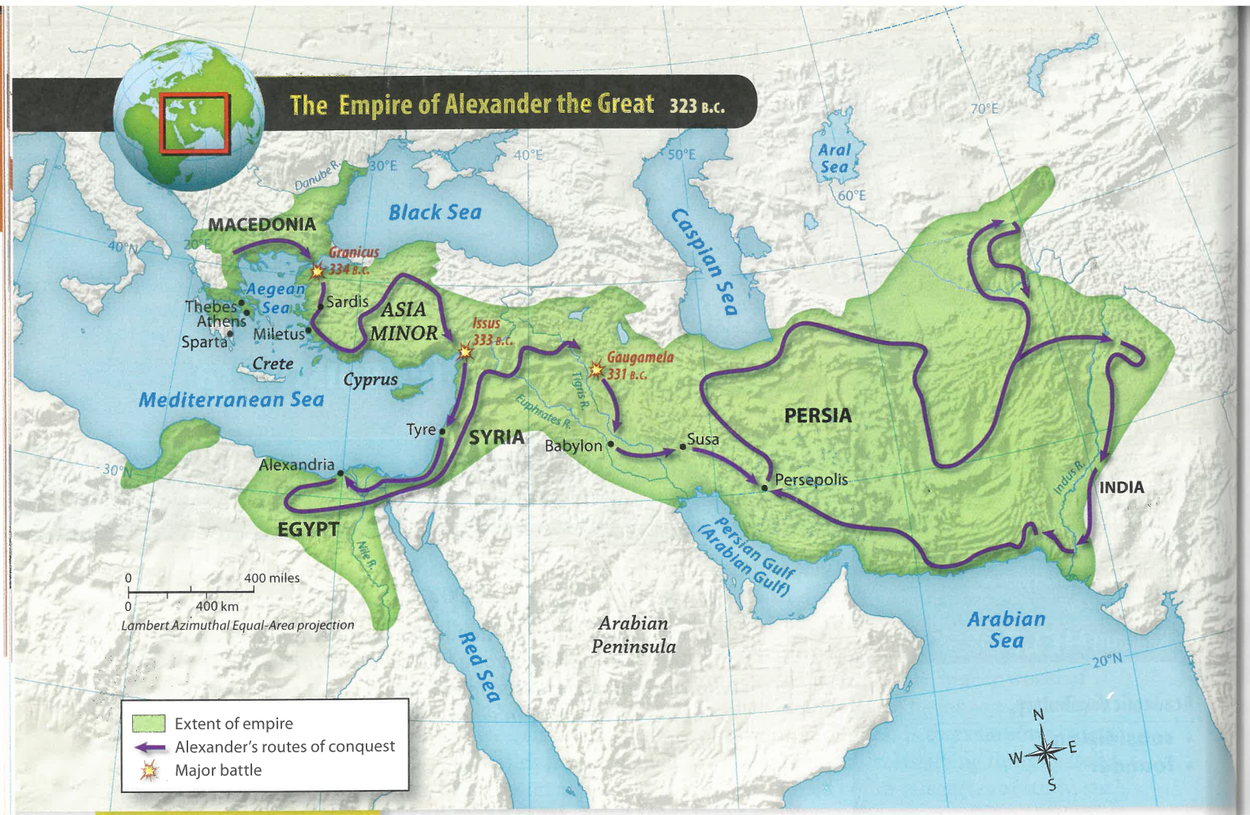
The Greeks viewed their northern neighbors, the Macedonians, as barbarians. The Macedonians were rural people organized in groups, not in city-states like the Greeks. By the end of the fifth century B.C., however, Macedonia emerged as a powerful kingdom.

Philip and Alexander

In 359 B.C., Philip II came to the throne. He built a powerful army and turned Macedonia into the chief power of the Greek world. Philip was soon drawn into Greek affairs. A great admirer of Greek culture, he longed to unite all of Greece under Macedonia. Fearing Philip, the Athenians allied with a number of other Greek states and fought the Macedonians at the Battle of Chaeronea (KEHR • uh • NEE • uh), near Thebes, in 338 B.C. The Macedonian army crushed the Greeks.

Philip quickly brought an end to the freedom of the Greek city-states. He insisted that the Greek states form a league and then cooperate with him in a war against Persia. Before Philip could undertake his invasion of Asia, however, he was assassinated, leaving the task to his son Alexander.

Alexander the Great was only 20 years old when he became king of Macedonia. However, Philip had carefully prepared his son for kingship. By taking Alexander along with him on military campaigns, Philip taught Alexander the basics of military leadership. After his father's death, Alexander moved quickly to fulfill his father's dream—the invasion of the Persian Empire. He was



GEOGRAPHY CONNECTION

1. **ENVIRONMENT AND SOCIETY** *Does it appear that physical boundaries limited the extent of Alexander's empire? Explain your answer.*
2. **THE USES OF GEOGRAPHY** *Reproduce the map and draw modern-day country boundaries.*

motivated by the desire for glory and empire but also by the desire to avenge the Persian burning of Athens in 480 B.C.

Alexander's Conquests

Alexander was taking a chance in attacking the Persian Empire. Although weakened, it was still a strong state in the spring of 334 B.C. when Alexander entered Asia Minor with an army of some 37,000 men, both Macedonians and Greeks. The cavalry, which would play an important role as a striking force, numbered about 5,000.

By the next year, Alexander had freed the Ionian Greek cities of western Asia Minor from the Persians and defeated a large Persian army at Issus. He then turned south. By the winter of 332 B.C., Alexander had Syria and Egypt under his control. He built Alexandria as the Greek capital of Egypt. It became and remains today one of the most important cities in both Egypt and the Mediterranean world. It was also the first of a series of cities named after Alexander.

In 331 B.C., Alexander turned east and fought the decisive battle with the Persians at Gaugamela, not far from Babylon. Soon, Alexander controlled the rest of the Persian Empire. Over the next three years, he moved as far as modern Pakistan. In 326 B.C., he reached India, where the campaigning was hard. When his soldiers refused to go farther, he agreed to go home. He led his troops across the desert of today's southern Iran. Many were dying of thirst. At one point, some soldier found a little water and offered it to him. According to an ancient Greek writer, Alexander poured it onto the ground: "So extraordinary was the effect of this action that the water wasted by Alexander was as good as a drink for every man in the army."

Alexander returned to Babylon, planning more conquests. But in 323 B.C., exhausted from wounds, fever, and too much alcohol, he died. He was 32 years old.

Alexander's Legacy

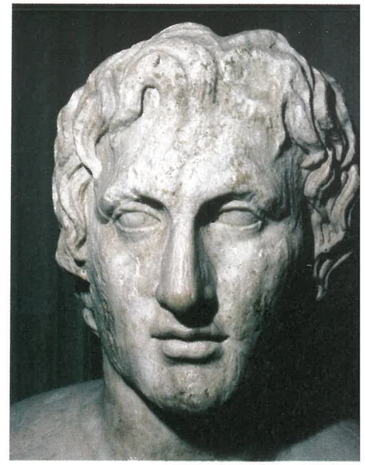
Alexander's extraordinary success is explained by his leadership and military skills. He was a master of strategy and tactics, able to fight in all terrains and against all kinds of opponents. Brave and even reckless, he risked his own life, an example that inspired his soldiers to follow him. Alexander sought to imitate Achilles, the hero of Homer's *Iliad.* He kept a copy of the *Iliad*—and a dagger—under his pillow.

Alexander's legacy was enormous. He extended Greek and Macedonian rule over a vast area. Alexander's successors tried to imitate him, using force and claims of divine rule to create military monarchies. Although mainland Greeks remained committed to the ideals of the city-state, the creation of monarchies became part of Alexander's political legacy.

Alexander also left a cultural legacy as Greek language, architecture, literature, art, and religious diversity spread throughout parts of Asia and North Africa. Greek culture blended with aspects of Eastern culture to become a new Hellenistic culture.

READING PROGRESS CHECK

Determining Cause and Effect How did the rule of Alexander the Great affect Greek culture?



▲ Portrait of Alexander the Great, circa 330 B.C.

The Hellenistic Era

GUIDING QUESTION *What was the significance of Hellenistic cities as a result of Alexander the Great's conquests?*

Alexander created a new age, the **Hellenistic Era**. The word *Hellenistic* is derived from Greek roots meaning "to imitate Greeks." It is a good way to describe an age that saw the expansion of the Greek language and ideas to the non-Greek world of Southwest Asia and beyond.

Hellenistic Era the age of Alexander the Great; period when the Greek language and ideas were carried to the non-Greek world

Hellenistic Kingdoms

The empire that Alexander created by his conquests fell apart soon after his death as the most important Macedonian generals engaged in a struggle for power. By 300 B.C., any hope of unity was dead, and four Hellenistic kingdoms emerged as the successors to Alexander: Macedonia, Syria in the east, the kingdom of Pergamum in western Asia Minor, and Egypt. All were eventually conquered by the Romans.

Alexander the Great had planned to fuse Macedonians, Greeks, and Persians into his new empire by using Persians as officials and encouraging his soldiers to marry native women. The Hellenistic monarchs who succeeded him, however, relied only on Greeks and Macedonians to form the new ruling class. Even those from eastern regions who did advance to important government posts had learned Greek, for all government business was transacted in Greek.

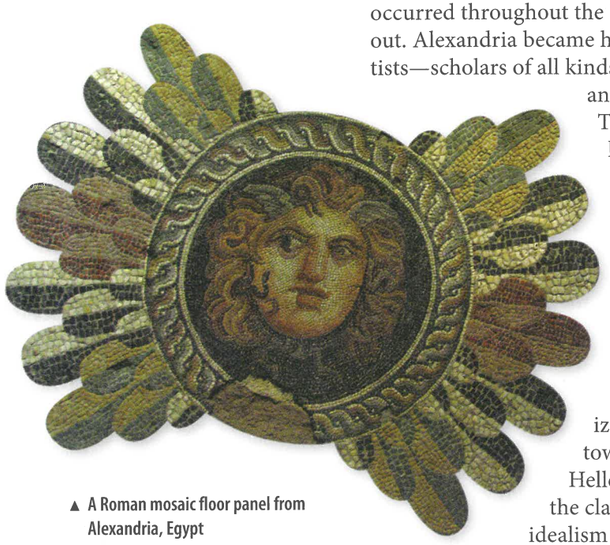
In his conquests, Alexander had created a series of new cities and military settlements. Hellenistic kings did likewise. These new population centers varied in size from military settlements of only a few hundred men to cities with thousands of people. Alexandria, which Alexander had founded in Egypt, was the largest city in the Mediterranean region by the first century B.C.

PHOTO: Danita Delimont/Gallo Images/Getty Images

Hellenistic rulers encouraged a spread of Greek colonists to Southwest Asia. Greeks (and Macedonians) provided not only new recruits for the army but also a pool of civilian administrators and workers. Architects, engineers, dramatists, and actors were all in high demand in the new Greek cities. The Greek cities of the Hellenistic Era became the chief agents in the spread of Greek culture in Southwest Asia—as far, in fact, as modern Afghanistan and India.

Hellenistic Arts and Literature

The Hellenistic Era was a period of considerable cultural accomplishment in many areas, especially science and philosophy. These achievements occurred throughout the Hellenistic world. Certain centers, however, stood out. Alexandria became home to poets, writers, philosophers, and scientists—scholars of all kinds. The library in Alexandria became the largest in ancient times, with more than 500,000 scrolls.



▲ A Roman mosaic floor panel from Alexandria, Egypt

The library encouraged the study of literature and language. There was also a museum that welcomed scholarly research.

The founding of new cities and the rebuilding of old ones presented opportunities for Greek architects and sculptors. Hellenistic kings were very willing to spend money to beautify the cities within their states. The buildings characteristic of the Greek homeland—baths, theaters, and temples—lined the streets of these cities.

Both Hellenistic kings and rich citizens patronized sculptors. Thousands of statues were erected in towns and cities all over the Hellenistic world. Hellenistic sculptors maintained the technical skill of the classical period, but they moved away from the idealism of earlier classicism to a more emotional and realistic art. This is especially evident in the numerous statues of elderly women and young children.

The Hellenistic age also produced a great quantity of literature. Writing talent was held in high esteem, especially by Hellenistic leaders, who spent large amounts of money **subsidizing** writers. Unfortunately, very little of this literature has survived. Apollonius of Rhodes wrote the epic poem *Argonautica,* which tells the story of Jason's search for the Golden Fleece. Theocritus wrote short poems that expressed a love of nature and an appreciation of its beauty.

Athens remained the center of Greek theatre. A new type of comedy developed that sought only to entertain and to amuse and avoided political commentary. Menander was perhaps the most successful of these new playwrights.

subsidizing aiding or promoting with public money

founder one who founds or establishes

Epicureanism the school of thought developed by the philosopher Epicurus in Hellenistic Athens; it held that happiness is the chief goal in life, and the means to achieve happiness was the pursuit of pleasure

Science and Philosophy

The Hellenistic age witnessed considerable advances in astronomy and mathematics. One astronomer, Aristarchus (AR • uh • STAHR • kuhs) of Samos, developed the theory that the sun is at the center of the universe while the Earth rotates around the sun in a circular orbit. The prevailing view, in contrast, held that Earth was at the center of the universe. The new theory was not widely accepted at the time.

Eratosthenes (EHR • uh • TAHS • thuh • neez) was another important astronomer. He determined that Earth was round and calculated Earth's circumference at 24,675 miles (39,702 km), an estimate that was within 185 miles (298 km) of the actual figure. The mathematician Euclid wrote the *Elements,* a textbook on plane geometry. This work has been used up to modern times.

The most famous scientist of the Hellenistic era was Archimedes (AHR • kuh • MEE • deez) of Syracuse. He worked on the geometry of spheres and cylinders and also established the value of the mathematical constant pi. A practical inventor too, he may have devised the "Archimedes' screw," a machine used to pump water out of mines and to lift irrigation water. Archimedes' achievements inspired a number of stories. Supposedly, he discovered specific gravity by observing the water he displaced in his bath. He then became so excited by his realization that he jumped out of the water and ran home naked, shouting, "Eureka!" ("I have found it!").

Athens remained the chief center for philosophy in the Hellenistic Era, attracting famous thinkers from all over who established schools there. The development of two new systems of thought, Epicureanism and Stoicism, strengthened Athens's reputation as a philosophical center.

Epicurus, the **founder** of **Epicureanism**, began a school in Athens at the end of the fourth century B.C. He believed that human beings were free to follow their own self-interest and make happiness their goal. The means to happiness was the pursuit of pleasure, the only true good. Epicurus did not speak of the pursuit of pleasure in a physical sense (which is what our word *epicurean* has come to mean). Instead, pleasure was freedom from emotional turmoil and worry. To achieve this, people had to free themselves from public activity.

Another school of thought was **Stoicism**. It became the most popular philosophy of the Hellenistic world and later flourished in the Roman Empire as well. Stoicism was the product of a teacher named Zeno. Zeno came to Athens and began to teach in a building known as the Painted Portico (the *Stoa Poikile*—hence, the word *Stoicism*).

Like Epicureans, Stoics wanted to find happiness, but they thought it could be found only by living in harmony with the will of God. Then they could bear whatever life offered (hence, our word *stoic*). Unlike Epicureans, Stoics did not want to separate themselves from the world. Public service was regarded as noble. The real Stoic was a good citizen.

Stoicism the school of thought developed by the teacher Zeno in Hellenistic Athens; it says that happiness can be achieved only when people gain inner peace by living in harmony with the will of God and that people should bear whatever life offers

READING PROGRESS CHECK

Analyzing Information How are the arts and the sciences of the Hellenistic Age connected?

Analyzing PRIMARY SOURCES

Archimedes on water displacement

"[Archimedes] happened to go to the bath, and on getting into the tub observed that the more [he] sank into it the more water ran out over the tub… Without a moment's delay, and transported with joy, he jumped out of the tub and rushed home … crying with a loud voice that he had found what he was seeking; for as he ran he shouted repeatedly in Greek, 'Eureka! Eureka!'"

—Vitruvius, from *De architectura,* Book IX

DBQ ***MAKING INFERENCES*** How does this description of Archimedes' discovery of the theory of water displacement illustrate the Hellenistic methods of scientific study?

LESSON 5 REVIEW

Reviewing Vocabulary

1. ***Analyzing Information*** What is a subsidy, and why is it important to cultural development?

Using Your Notes

2. ***Identifying*** Use your graphic organizer to write a paragraph on the theories or accomplishments of three major Hellenistic Era scientists or philosophers.

Answering the Guiding Questions

3. ***Drawing Conclusions*** How did the Macedonians and Greeks conquer the Persian Empire?
4. ***Evaluating*** What was the significance of Hellenistic cities as a result of Alexander the Great's conquests?

Writing Activity

5. **ARGUMENT** In several paragraphs, argue for or against the following statement: The Hellenistic Era was the most productive and inspired time in Greek history. Present a clear argument and use precise terms. Anticipate and address any counterarguments someone might make against your claim.

PHOTO: Richard Nowitz/National Geographic/Getty Images

CHAPTER 4 Assessment

CCSS

Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

Lesson Review

Lesson 1

1. **MAKING INFERENCES** What effect did geography have on how the Greeks related to each other and to the world?
2. **DESCRIBING** What did Homer write? What important purposes did his writings serve for later generations?

Lesson 2

3. **SPECIFYING** Why did early Greeks colonize distant lands?
4. **MAKING CONNECTIONS** Why did peasants often support the tyrants? What other groups supported them?

Lesson 3

5. **EXPLORING ISSUES** What did the Greeks learn from the Battle of Marathon in 490 B.C.?
6. **SUMMARIZING** What held the Greek city-states together until 431 B.C.? What happened after 431 B.C.?

Lesson 4

7. **EXPLAINING** What were three ways the Greeks expressed their religious beliefs?
8. **ANALYZING** What types of plays were the first dramas, and what types of themes did they have?

Lesson 5

9. **IDENTIFYING CENTRAL ISSUES** After Alexander the Great died, why did his empire fall apart?
10. **MAKING GENERALIZATIONS** Why do you think science and the arts flourished during the Hellenistic Age?

21st Century Skills

11. **IDENTIFYING DIFFERING INTERPRETATIONS** How did Pericles create a direct democracy? What about ancient Athenian democracy appears undemocratic today?
12. **COMPARE AND CONTRAST** How were Herodotus and Thucydides similar or different in how they recorded history?

Exploring the Essential Questions

13. **RESEARCHING** Work with a small group to create a multimedia presentation showing the evolution of Greece from Mycenaean forts to the Hellenistic period. Presentations could include visuals, video, and audio showing how Greece changed over time.

DBQ Analyzing Historical Documents

Use the document to answer the following questions.

Plutarch was a Greek writer and priest of Apollo who lived about 400 years after Alexander the Great.

PRIMARY SOURCE

> "Alexander did not follow Aristotle's advice to treat the Greeks as if he were their leader, and other peoples as if he were their master; to have regard for the Greeks as for friends and kindred, but to conduct himself toward other peoples as though they were plants or animals; . . . But Alexander desired to render all upon earth subject to one law of reason and one form of government and to reveal all men as one people, and to this purpose he made himself conform."

—from Plutarch's *Moralia*

14. **SPECULATING** Would the world have been better off if Alexander the Great had lived another 20 years? Why?
15. **UNDERSTANDING HISTORICAL INTERPRETATION** What does Lesson 5 say about Alexander's unfulfilled plans that confirms Plutarch's claim that he had planned to "reveal all men as one people"?

Extended-Response Question

16. **INFORMATIVE/EXPLANATORY** How could a civilization that celebrated harmony in its art and philosophy spend so much time on war over the centuries?

Need Extra Help?

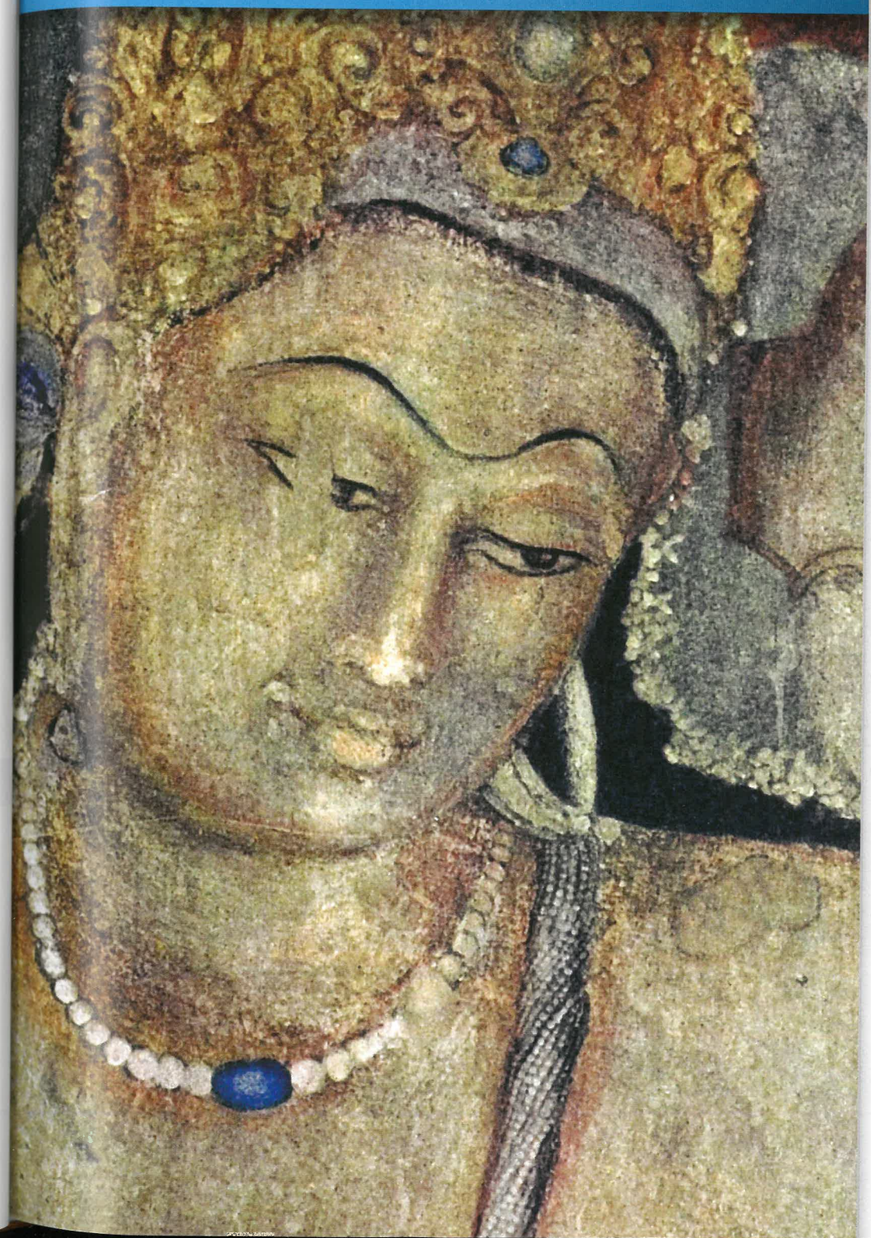
If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Go to page	64	67	69	70	73	75	78	80	85	85	75	80	64	84	84	64

India's First Empires

c. 1000 B.C.–A.D. 500

ESSENTIAL QUESTIONS

- *How was early Indian culture influenced by religion and social structure?*
- *How did ideas and events during the Mauryan and Gupta Empires affect India's development?*



networks

There's More Online! about India's first empires.

CHAPTER 5

Lesson 1
Origins of Hindu India

Lesson 2
Buddhism

Lesson 3
The Mauryans and the Guptas

The Story Matters...

Hinduism and Buddhism were vital to the development of Indian culture. Hinduism emerged after the Aryan migration into India between 1500 B.C. and 400 B.C. Buddhism evolved after the sixth century B.C. when Siddhārtha Gautama, who came to be known as the Buddha, began to spread his message throughout India. These religions came to influence the way Indians thought about government and social structures. Hinduism and Buddhism also inspired great works of literature and architecture. Some Buddhist temples, called stupas, were many stories tall, and others were carved into rock cliffs. These temples were often decorated with frescoes depicting the life of the Buddha.

◀ This fresco from the Ajanta caves in western India depicts the Bodhisattva, or Buddha-to-be. Depictions of scenes from the Buddha's life are a common theme in Buddhist art.

PHOTO: ©Dinodia Photos / Alamy